



HATCH END HIGH SCHOOL

Behaviour & Inclusion Manager – Promoting Positive Attitudes to Learning

36 hours per week – Term Time Only – One year Contract

Salary: H6 £21,280 - £22,600

JOB DESCRIPTION

JOB PURPOSE

- Under the direction of the Pastoral Support Manager and the Deputy Head Inclusion & Provision to meet the needs of identified pupils/groups of pupils contributing to more effective learning through improved behaviour, social skills and emotional well-being.
- Management of behaviour support programs – by internal and external providers

REPORTING

- Pastoral Support Manager – Vulnerable Students

RESPONSIBLE FOR

- Learning Mentors

WORKING TIME

- 36 hours pw. No holiday to be taken during term time. 30 minute lunch break to be taken at a time agreed by Line Manager.

KEY DUTIES

- Monitor, track and analyse the effectiveness of sanctions for targeted students.
- Implement, monitor and evaluate programmes aimed at improving positive attitudes to learning, resilience and raising self-esteem (e.g. anger management) with individuals or small groups.
- Manage a team of facilitators e.g. Learning Mentors and outside providers - in the delivery of specific provisions and programmes aimed at improving positive attitudes to learning, resilience and raising self-esteem.
- Provide training and supervision for Learning Mentors / Teaching Assistants.
- Research and facilitate new external providers of behaviour support programmes.
- Work as part of the Inclusion Support Team in the Cedar Room and in classrooms.
- Operate reward and sanction systems and work with the pastoral staff on developing and implementing Pastoral Support Programmes.
- Under the direction of Senior Staff, communicate with parents and outside agencies as part of PSP delivery and school behaviour improvement strategies.
- Provide CPD to a range of teaching and non-teaching staff with regards to the management of behaviour, assertive discipline and positive attitudes to learning.
- Organise programmes of provision to be delivered by Teaching Assistants specifically for students experiencing difficulties managing their behaviour.

- Provide a daily lunchtime club / activity for vulnerable students and / or assist in general supervision of students at break times.
- Assist the SLT in monitoring / supervising behaviour at the end of the day in the local area.
- They will maintain records and collect data relating to behaviour as directed.
- Implement restorative justice sessions where appropriate.

SUPPORT FOR TEACHING AND LEARNING:

- Work with, guide and challenge identified pupils.
- Work with pupils on an individual and group basis to contribute to more effective learning through improved resilience and improved attitudes to learning.
- Assist in the recording of incidents.
- Under the direction of the Deputy Head - Inclusion & Provision audit existing support provided for targeted pupils/groups and communicate with appropriate agencies and services to facilitate the sharing of information between all agencies concerned and implementation of further support where appropriate.
- Monitor and report on the implementation of pastoral support plans/interventions with pupils and contribute to the review of these plans.
- Participate in training in order to keep up to date with possible sources of support and strategies for working with pupils.
- Comply and assist with policies and procedures relating to child protection, reporting concerns to an appropriate person.
- To work with identified pupils as an alternative to exclusion and/or to prevent exclusion.
- Communicate with parents to facilitate effective support programmes for the pupils.

OTHER DUTIES AND ACCOUNTABILITIES

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to the Headteacher and/or Deputy Head - Inclusion & Provision.
- Adopt flexible working practices where required.
- To attend team meetings, staff meetings and school events as directed.
- Ensure compliance with your responsibilities as laid out in the school's equal opportunity policy and take an active role in promoting equality and diversity.
- Take part in performance appraisal.
- Undertake such other duties as reasonably correspond to the general character of the post and commensurate with its level of responsibility as and when required and with agreement.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Participate in training and other learning activities and performance development as required
- To respect the confidentiality of all information relating to pupils, staff and their families.
- The duties of the post outlined above are not exhaustive, and the post holder will be expected to be co-operative and flexible, undertaking such other duties as may reasonably be required.

March 2017



HATCH END HIGH SCHOOL

Behaviour & Inclusion Manager - Promoting Positive Attitudes to Learning

PERSON SPECIFICATION

EDUCATION, QUALIFICATIONS AND TRAINING

	Essential	Desirable	How Identified
Academic qualification at 'A' level (or equivalent).		Yes	Application
NVQ2 or equivalent in related field		Yes	Application
Good Literacy and numeracy – GCSE Maths and English or Equivalent	Yes		Application

EXPERIENCE

	Essential	Desirable	How Identified
Effective working with children/young people and their families	Yes		Application Reference Interview
Effective working with children with emotional and behavioural difficulties	Yes		Application Reference Interview
Working in a British secondary school in a paid or voluntary capacity		Yes	Application Reference Interview
Contributing to, implementing and reporting on personal action plans/support plans/care plans or IEPs		Yes	Application Reference Interview

KNOWLEDGE, SKILLS AND ABILITIES

	Essential	Desirable	How Identified
Excellent communication skills, written and verbal	Yes		Application Reference Interview
Ability to work effectively with and command the confidence of, teaching and support staff	Yes		Application Reference Interview
Patience	Yes		Reference Interview
A willingness to develop a range of approaches to assist in engaging with young people and to encourage them to engage with the learning process	Yes		Application Reference Interview
Ability to communicate effectively with education and care professionals	Yes		Application Reference Interview

Ability to develop positive relationships with the target groups, and to empathise with them	Yes		Application Reference Interview
Ability to work positively with children, who have behavioural issues, without confrontation	Yes		Application Reference Interview
Ability to work positively with families and to engage their support in improving behaviour	Yes		Application Reference Interview
A commitment to equal opportunities and fairness	Yes		Application Reference Interview
Ability to work on one's own initiative	Yes		Application Reference Interview
Sensitivity to the needs of children/families from minority ethnic backgrounds	Yes		Application Reference Interview
Awareness of health and safety and child-protection and confidentiality procedures when working with children	Yes		Application Reference Interview
Knowledge of record-keeping systems		Yes	Application Reference Interview
Able to maintain complete confidentiality and discretion at all times, combined with a calm personality and sound judgment	Yes		Application Reference Interview

OTHER REQUIREMENTS

	Essential	Desirable	How Identified
Enthusiasm, energy and commitment	Yes		Reference Interview
A commitment to safeguarding & promoting the welfare of children and young people	Yes		Reference Interview
A willingness to undertake additional training, keep up-to-date with developments and changes in good practice	Yes		Application Interview
Awareness and adherence to relevant health & safety regulations and a commitment to equality of opportunity	Yes		Application Reference Interview
A good attendance and punctuality record	Yes		Reference
DBS Checked	Yes		Application

March 2017