## LB Redbridge_300_col

# Job Description

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| **Job Title** | **Behaviour Support Officer** |
| **Service Area** | **Secondary School** | **Function** | **School Support** |
| **Team** | **Inclusion**  | **Post number** |  | **Grade** | **LBR 5****£22,956-£25,000 fte** |
| **Reports to** | **Pastoral Manager / Deputy Headteacher** |
| **Hours** | **36 hours per week****Term time plus 1 inset day** |
| Main duties and responsibilities  |
| * To manage the Learning Zone; a work centre for students temporarily excluded from lessons providing appropriate educational provision in liaison with subject staff.
* Ensure the Learning Zone has a resource of academic and reflective work packs for students to access whilst in isolation.
* To liaise with parents of students referred to the Learning Zone.

Participate in all aspects of the management and improvement of Student Behaviour and the prevention of poor behaviour in line with the schools Behaviour Policy* To be flexible as a member of the Inclusion Team, supporting the work of the rest of the team when appropriate.
* To facilitate restorative conversations for students who have breached the behaviour policy.
* To develop and implement pieces of work for students and groups identified as needing intervention and support
* Liaise with the Pastoral Manager and SLT link for Inclusion to operate, monitor and evaluate achievement and behaviour systems
* Keep accurate records and produce reports on achievement and behaviour incidents
* Keep parents/carers informed of their child’s behaviour and build positive relationships with parents/carers
* Assist with the management and supervision of detentions; facilitating where necessary
* Help to maintain files and data used within the behaviour administration systems
* Produce reports, documents and correspondence, including confidential material for the Pastoral Manager and SLT
* Provide Student Reception and First Aid cover to support the smooth running of the Inclusion department
* Liaise with the Learning Trust and Governors as and when required
* Liaise with staff and external bodies as appropriate.

**The postholder will also:*** establish constructive relationships with parents/carers exchanging information, facilitating support for their child’s attendance, behaviour and learning
* reward good behaviour and challenge/take action on poor behaviour
* with the Pastoral Manager, support training and/or induction for staff on behaviour management
* support teaching/support staff in maintaining discipline & following up incidents.
* monitor behaviour of students and with the Pastoral Manager and SLT link for Inclusion decide on a range of appropriate interventions and support to improve behaviour
* decide on the best course of action, referring to the Pastoral Manager and other members of SLT if required
* maintain a high degree of confidentiality with regards to student issues
* collate supporting material and documentation when required for reintegration and exclusion meetings, as directed by the Behaviour Manager
* Be responsible for investigation behaviour incidents for a year group.
* To assist HOYs with administrative duties as directed by SLT or the Pastoral Manager
* To carry out lesson visits for students on the behaviour tracker and mentoring caseload
* To provide relevant data on behaviour incidents for Heads of Year and the senior team on a weekly and half termly basis.
* To support the Emergency Call Out system by attending calls.
* Other duties may be required at the discretion of the Headteacher and in line with the scale.

Key Organisational ObjectivesThe Postholder will contribute to the school’s objectives in service delivery by:* Following Health and Safety requirements and initiatives as directed
* Ensuring compliance with Data Protection legislation
* Wanstead High School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.
* At all times operating within the school’s Equalities policies.
* Commitment and contribution to improving standards for pupils as appropriate
* Adopting Customer Care and Quality initiatives
* Contributing to the maintenance of a caring and stimulating environment for young people
* Fulfilling the role of Student Personal Adviser and /or mentor if required
* At all times adhering to professional business standards of dress, courtesy and efficiency in line with the ethos of the School.
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**Equal Opportunities**

The postholder will be expected to carry out all duties in the context of and in compliance with the Council’s Equal Opportunities Policies.

Date of issue: ………………………………

Signature of Post holder: ………………………………

# Person Specification

**Job Title:** Behaviour Support Officer

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|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Educated to Degree level or equivalent | ✓ |  |
| **Experience and ICT skills** |  |  |
| Experience of using Microsoft Office Suite Word processing and typing skillsKnowledge of databasesExperience of using Email/InternetExperience of using Microsoft OutlookExperience of using SIMS or similar database | ✓✓✓✓✓✓ |  |
| Experience of working with students of all abilities | ✓ |  |
| Liaising with parents, external agencies etc.Experience of setting up and running a range of administrative systems Managing and implementing recording and reporting systemsMulti agency workingDeveloping banks of resources | ✓✓ | ✓✓✓ |
| **Skills** |  |  |
| Personal |  |  |
| Must be well organisedMust be well presentedExcellent communication skills in writing and orally at all levelsAbility to work under pressure while maintaining a positive, professional attitudeAbility to work as part of a teamAbility to organise and prioritise workload and work on own initiativeAbility to communicate effectively with staff, students, parents and agencies/ statutory bodies etc and maintain good working relationshipsAbility to accurately input information on a databaseFlexible and willing to contribute to the success of the team | ✓✓✓✓✓✓✓✓✓✓ |  |
| Administrative |  |  |
| Experience of using, setting up, maintaining and developing administrative systemsProblem solvingAttention to detail in communication and planning | ✓✓✓ |  |
| Relations |  |  |
| Have excellent interpersonal skills and be able to communicate effectivelyAbility to develop good relations with staff and pupils and the wider school communityAbility to motivate Ability to build good relationships at all levelsAbility to train and develop staff Ability to work some evenings, such as Parents Evenings | ✓✓✓✓✓✓ |  |