

## LEARNING BEHAVIOUR MANAGER

<b>Main Base School:</b>	Lees Brook Community School
<b>Job title:</b>	Learning Behaviour Manager (LBM) in Lees Brook Hall
<b>Responsible to:</b>	Heads of Year
<b>Hours of work:</b>	37 hours, 40 weeks per year
<b>Salary:</b>	Scale 4/5

### RESPONSIBILITIES

A.1	Work as part of the Behaviour Support Team to provide a complementary service to teaching and support staff that addresses the needs of students who require support to overcome barriers to learning both inside and outside the school in order to achieve their full potential
A.2	Work with the Behaviour Support Team and other relevant staff to promote the engagement and learning of students with social, emotional and behavioural concerns. Deputising for the Head of Year when required.
A.3	Contribute to and participate in the systems, procedures, practice and resources of the Behaviour Centre and the Internal Exclusion Room, to ensure the ethos and atmosphere as a productive and purposeful working environment is maintained at all times
A.4	Promote the inclusion and engagement of all students, ensuring they have equal access to opportunities to learn and develop
A.5	Promote and safeguard the welfare of staff and students within the school

### DUTIES: In relation to whole school systems

B.1	Contributing to the overall ethos of the school, promoting positive values, attitudes and good student behaviour, dealing promptly with conflicts and incidents in line with school policy
B.2	Establishing and maintaining a purposeful, orderly and supportive learning environment throughout the school
B.3	Establishing productive working relationships with students and colleagues, acting as a role model and setting high expectations
B.4	Promoting the inclusion and acceptance of all students in the school, supporting and responding to their learning and behavioural needs
B.5	Contributing to the provision of support for students with social, emotional and behavioural concerns, and liaising with other staff in relation to these issues
B.6	Helping to identify those students who would benefit most from learning mentor support and manage a personal caseload
B.7	Undertaking a comprehensive assessment of students referred for mentoring in order to support their learning and behaviour in the most effective way
B.8	Use of the Class Charts system in accordance with agreed procedures
B.9	Supervising students placed in the Behaviour Centre and/or Internal Exclusion Room in accordance with agreed policy and practice ensuring the ethos and atmosphere as a productive and purposeful working environment is maintained at all times
B.10	Maintaining and updating accurate records related to student engagement/behaviour management procedures and systems including spreadsheet and database entry and word documents
B.11	Providing relevant and accurate information for confidential reports on excluded students for Governors' Discipline Committee meetings
B.12	Contributing to the planning and development of appropriate strategies and activities to help students manage and improve their behaviour, taking into account their interests, language and cultural backgrounds
B.13	Establishing and maintaining positive relationships with identified students and groups, encouraging these students to develop strategies to accept and manage their feelings and behaviour

B.14	Providing objective and accurate feedback and reports on identified students to SLT/other staff/ external agencies as required, ensuring appropriate evidence is available to support this
B.15	Networking with other relevant staff in the Behaviour Support Team to share best practice
B.16	Liaising sensitively and effectively with parents/carers
B.17	Contributing to and attending review meetings with colleagues and external agencies, including case conferences and other meetings as required
B.18	Being aware of and complying with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
B.19	Supporting off-site provision including accompanying teaching staff and students on educational visits as required
B.20	Attending and contributing to team meetings and participating in relevant training and performance development as required
B.21	Adhering to school health and safety policy including risk assessment and safety systems
B.22	Complying with the requirements of the Data Protection Act and GDPR, ensuring the confidentiality of information is maintained in accordance with school policies
B.23	Complying with all relevant school policies

#### **DUTIES: In relation to students**

C.1	Contributing to the personal development and emotional well-being of students
C.2	Encouraging students to act independently and to take responsibility for their learning and their behaviour
C.3	Supporting, encouraging, counselling and acting as a mentor to individual and groups of students identified as being at risk of exclusion from school
C.4	Encouraging students to interact positively and co-operatively with others and to engage in activities offered to them by the school
C.5	Providing information, advice and feedback to enable students to make effective choices about their own learning/behaviour and the consequences of their actions
C.6	Challenging and motivating students, to promote and reinforce their self esteem
C.7	Assisting in the writing, development and implementation of individual behaviour support and mentoring plans, liaising with school staff and other professional colleagues about students' personalised targets
C.8	Helping to arrange and monitor provision for students excluded from school and/or otherwise working to a modified timetable
C.9	Ensuring interventions used with individual students are recorded and evaluated for effectiveness

The responsibilities and duties and reporting lines may be reviewed in consultation with the employee to take account of changes over time and to ensure that the job description reflects these changes

#### **CORPORATE RESPONSIBILITIES OF STAFF AT LEES BROOK COMMUNITY SCHOOL**

Those who work at Lees Brook are expected to play a full and active role in the life of the school. You are expected to inspire confidence in those around you and work with others to create a shared strategic vision which motivates students and staff. You are expected to contribute to the processes and strategies which enhance standards of teaching and learning and ensure equality, access and entitlement to learning. All post-holders share corporate responsibilities, which will include, amongst other things:

D.1	demonstrating a commitment to the core values and principles which underpin the school and to continuous improvement in all aspects of the school's work;
D.2	contributing to a shared vision, and an imaginative and pro-active response to the needs of staff and students at Lees Brook;
D.3	being a reflective practitioner, constantly evaluating and reviewing performance and outcomes in order to improve what is offered to our young people, believing that what we did last week or last year is not necessarily good enough for tomorrow;
D.4	contributing to the use of a variety of assessment techniques and an understanding of how

	appropriate assessment provides information on progress and achievement to colleagues, parents and the students themselves;
D.5	being a good role model both to colleagues and to young people; acting with fairness and consistency and having high professional standards;
D.6	offering enthusiasm and new ideas to senior leaders and to other colleagues throughout the school, and the determination to see ideas translated into action;
D.7	enjoying working with other people, seeking to develop as part of a team as well as individually, and wanting to work in ways that encourage the sharing of ideas, and the widening of expertise;
D.8	demonstrating a commitment to the principles of open management, where the sharing of information between the Senior Leadership Team and others in the school encourages open and constructive dialogue;
D.9	demonstrating a commitment to quality in every aspect of school life and active support for the commitment to continuous improvement;
D.10	being prepared to “walk the extra mile” without having to be asked to do so.

## PERSON SPECIFICATION

<b>Knowledge and Skills</b>	<b>Essential</b>	<b>Desirable</b>
Full working knowledge of relevant policies and codes of practice and awareness of relevant legislation		✓
A good understanding of the revised SEN Code of Practice and the ‘Every Child Matters’ agenda, especially in relation to social, emotional and behavioural difficulties		✓
Good oral and written communication skills	✓	
High level of skill in dealing with confrontational, aggressive adults and young people	✓	
Good time/task management and organisational skills and the ability to work independently to reach set goals	✓	
<b>Experience</b>		
Minimum of 2 years experience working with relevant age group		✓
Experience of working with students with emotional and behavioural issues		✓
Able to demonstrate a commitment to a whole school approach to positive behaviour management and supporting vulnerable children	✓	
Experience in using word processing software, databases and spreadsheets		✓
<b>Qualifications</b>		
English & Maths GCSE at Grade A*- C or equivalent	✓	
Good IT skills	✓	
Recognised qualification in word processing/software/databases/spreadsheets		✓
Further/higher education qualifications such as degree, NVQ etc.		✓
<b>Competencies</b>		
Among other competencies required for this role, those critical to your success are the following:		
Tenacity / Resilience, able to work under pressure	✓	
Planning & Organisational skills	✓	
Self-motivation	✓	
Flexibility	✓	
Professionalism	✓	
<b>Personal Qualities</b>		
A sense of humour and proportion	✓	
An ability to get the best out of students and to form positive and respectful relationships with staff and students	✓	
An ability to remain calm and empathise in stressful, challenging or confrontational situations	✓	
An ability to work effectively and collaboratively as part of a team	✓	

An interest in, and the potential for, further professional development	✓	
Integrity, discretion and an awareness of the need for confidentiality	✓	