



ALL SAINTS CATHOLIC COLLEGE

JOB DESCRIPTION: BEHAVIOUR FOR LEARNING MANAGER

Section:	Inclusion
Responsible to:	Assistant Principal
Responsible for:	The administration of the Behaviour for Learning system.
Salary Grade:	GRADE 9 (SO1)

PURPOSE OF THE POST:

To be responsible to the Assistant Principal (pastoral/inclusion) for the management of an efficient and effective Behaviour for Learning system, providing a confidential, administrative, pastoral and community liaison function.

KEY AREAS:

- 1 Management
- 2 Student Welfare
- 3 Human Resource Management
- 4 The Community
- 5 Health, Safety and First Aid Responsibilities
- 6 Extra-Curricular Activities
- 7 Miscellaneous

DUTIES AND RESPONSIBILITIES:

1 Management

- 1.1 To play a key role in developing and implementing the vision for Inclusion, and Behaviour Management in the school.
- 1.2 To assist with the day to day management of the C4 on-call system and detention system.
- 1.3 To maintain a high profile around the school to ensure that appropriate student behaviour is maintained.
- 1.4 To liaise with Achievement Co-ordinators and Principals of Faculty regarding patterns of student behaviour suggesting strategies and possible ways forward.
- 1.5 To work closely with the Senior Team, Achievement Co-ordinators and Faculty to reduce "fixed-term" exclusions.
- 1.6 To liaise with parents in relation to the Behaviour for Learning system and policy.
- 1.7 To conduct investigations, as requested, into breaches of the School's Discipline Code by students, collating student accounts and making recommendations to leadership as regards actions to be taken/sanctions.
- 1.8 To assist in identifying provision for students for whom an alternative curriculum would be more appropriate.

- 1.9 To maintain records of interventions with students, meetings with parents and external agencies
- 1.10 To encourage high levels of expectations in students.
- 1.11 To create an internal exclusion room list daily and ensure all students have arrived in the morning or at any other allotted times throughout the day
- 1.12 To attend weekly meetings with the Pastoral Team and exchange information about students.
- 1.13 To manage the register of C3 detentions and provide up-to-date information collected during the day, of which students should attend.
- 1.14 To liaise with Achievement Co-ordinators daily regarding “catch-up” detentions.
- 1.15 To liaise with Achievement Co-ordinators and manage the “formal warning” system, including logging information in SIMS and issuing letters to parents.
- 1.16 To contact parents as appropriate because of investigations regarding threats, violence, bullying or other personal issues and update SIMS accordingly.
- 1.17 To pass on information regarding possible tensions within school to line-manager.
- 1.18 To analyse the C3 database regularly and identify patterns and liaise with line-manager to focus further actions.
- 1.19 To provide accurate information for Achievement Co-ordinators at the end of term about students achieving no C3’s and to co-ordinate purchase of relevant rewards.
- 1.20 To liaise with the Achievement Co-ordinators to help organise rewards assemblies and “reward” trips at the end of the year
- 1.21 To monitor corridor behaviour daily.
- 1.22 To liaise with Achievement Co-ordinators and to meet with parents as required to reintegrate a student following any exclusion, or give feedback on behaviour of students.
- 1.23 To referee appeals made by students regarding C3’s and liaise with staff as appropriate.
- 1.24 To monitor students behaviour at break and lunchtime as required around school.
- 1.25 To liaise and develop effective links with outside agencies such as the pupil referral unit, contributing to referrals when necessary

2 Student Welfare

- 2.1 Responsible for discussing sensitive issues with parents/carers as regards behaviour, uniform, equipment or inappropriate use of mobile phones etc.
- 2.2 To observe the school’s Child protection procedures
- 2.3 To liaise with the Achievement Coordinators, SENCO, Deputy Principal or Key Stage Coordinator regarding specific students, discussing behaviour and disseminate information to teachers as necessary/appropriate
- 2.4 To promote positive behaviour management by modelling and suggesting strategies and policies, which support the improvement of behaviour in the school

- 2.5 To maintain regular contact with parents/carers of students needing extra support to keep informed of their child's needs and progress and to secure family support and involvement

3 Human Resource Management

- 3.1 To provide input to the Assistant Principal (Pastoral) to identify strengths and weaknesses of the implementation of Behaviour for Learning.
- 3.2 To assist with the provision of appropriate training in Behaviour for Learning matters as and when required.
- 3.3 To line-manage the Behaviour for Learning Deputy Manager Manager, Behaviour for Learning Assistant Co-ordinators, Behaviour Support Worker (responsible for Internal Exclusion) and Lunchtime Supervisors, organise induction and training as required.

4 The Community

- 4.1 To ensure effective dialogue with parents in accordance with school policies.
- 4.2 To maintain a dialogue with the support services, advisory staff and the communities that serve the school as related to behaviour management.

5 Health and Safety

- 5.1 To liaise with the Assistant Principal in relation to all matters relating to the health and welfare of students.

6 Extra-Curricular Activities

- 6.1 To promote the provision of extra-curricular activities for students.

7 Miscellaneous

- 7.1 To ensure that you take care of your own Health and Safety and that of your colleagues in-line with the School's Health & Safety policy.
- 7.2 To undertake any other duties as may reasonably be required by your Line Manager.
- 7.3 To play a full part in the life of the school community supporting its distinctive mission and ethos actively promoting its policies and practices.
- 7.4 To play a part in marketing and liaison activities such as Open Evenings, Parents' Evenings and other similar events as appropriate.
- 7.5 To work as a member of a designated team and contribute positively to effective working relations within the school by organising/ attending all appropriate meeting.
- 7.6 To engage actively in the Performance Management Review process.
- 7.7 To participate in the school's Staff Development Programme by attending INSET, meetings and opportunities for further training and professional development as outlined in your Performance Review and whole school training plan.
- 7.8 To carry out your duties in accordance with the Council's Equal Opportunities policy.
- 7.9 We recognise and welcome our responsibility to remove any barriers on our recruitment and selection process for disabled applicants. We have tried to do this but if you have a disability and identify any barriers in the job description and/or employee specification,

please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and need to know your needs in order to do so.

NOTES:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.

Date of issue: September 2017

EMPLOYEE SPECIFICATION

SECTION: All Saints Catholic College

JOB TITLE: Behaviour for Learning Manager

GRADE: 9

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Previous experience of working with children/young people.	Application Form/ Selection Process	A
		1.2	Experience of working with <i>computer packages e.g. Microsoft Word, Excel.</i>		A
		1.3	Experience of encouraging the development of relationships between children/young people.		A
		1.4	Management/supervisory experience.		A
		1.5	Experience in a school environment.		B
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Numeracy and literacy skills in order to produce behaviour logs and statistical information.	Application Form / Selection Process	A
		2.2	GCSE English and Maths Grade C or above.		A
		2.3	Team Teach training (desirable but not essential)		C
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Understanding of Behaviour for Learning Principles	Application Form/ Selection Process	B
		3.2	Understanding of SIMS (Schools Management Information system)		B
		3.3	Appreciation of the need to maintain strictest confidentiality about matters concerning school and how this relates to the duties of the post.		A
		3.4	Basic Health and Safety Awareness.		A
		3.5	Knowledge of and commitment to the Local Authority's Equality and Diversity Policy and how this relates to the duties of the job.		A

4.	SKILLS AND ABILITIES	<p>4.1 The ability to relate to children/young people from diverse ethnic/social backgrounds.</p> <p>4.2 The ability to react in a positive manner to difficult situations, which may arise amongst children/young people.</p> <p>4.3 Ability to keep problems in perspective and be patient.</p> <p>4.4 Ability to work with children/young people exhibiting behaviour difficulties.</p> <p>4.5 Ability to provide assistance and support to others on processes and systems.</p> <p>4.6 Ability to produce work to meet agreed targets, strict deadlines and to required standards.</p> <p>4.7 Ability to lead, develop, and appraise a team of staff</p> <p>4.8 Ability to provide relevant advice and support to staff including leading Behaviour for Learning training.</p>	Application Form/ Selection Process	<p>A</p> <p>A</p> <p>B</p> <p>B</p> <p>B</p> <p>A</p> <p>A</p> <p>A</p>
5.	INTERPERSONAL AND COMMUNICATION SKILLS	<p>5.1 Ability to deal with sensitive and confidential information and respond positively to the demands of a varied workload.</p> <p>5.2 Verbal communication skills in order to liaise with students, parents/carers and other staff members.</p> <p>5.3 Ability to relate to students and treat their issues appropriately, with sensitivity, show initiative, de-escalate issues and assist students with written accounts.</p> <p>5.4 Ability to organise and run meetings with staff, students and parents/carers.</p>	Application Form/ Selection Process	<p>A</p> <p>A</p> <p>A</p> <p>A</p>
6.	ANY ADDITIONAL FACTORS	<p>6.1 Physical ability to undertake the duties of the job.</p> <p>6.2 Commitment to undertake continued training and development</p> <p>6.3 To be supportive of the Catholic/Christian ethos of the school</p>	Application Form/ Selection Process	<p>A</p> <p>A</p> <p>A</p>

		6.4	Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.		A
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Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

ES Prepared/Amended	September 2017
Refers to Estab(s)	ALL SAINTS CATHOLIC COLLEGE
REF	BfLM01