


Name:		Date Drafted:	Summer 2019
		Date Reviewed:	
JOB DESCRIPTION			
<p>The purpose of this Job Description is to set out in general terms the management, purpose and responsibilities of a specific job at The Northworthy Trust. It is not intended to be a comprehensive listing of every task that an employee might be called upon to undertake. Neither is it a legal document, although it may be referred to in Contracts of Employment.</p>			
MANAGEMENT DETAILS			
Job Title:	Behaviour Support Lead		
Salary:	SO2, Point 32-34		
Reporting to:	Governing Body via the Headteacher		
Line Manager:	Director of Alternative Provision		
Directly Supervised Posts:	Student Engagement and Behaviour Support Mentors		
Indirectly Supervised Posts:	Associate Staff		
Employee Signature and Date:			
Line Manager Signature and Date:			
DUTIES OF ALL EMPLOYEES			
<ol style="list-style-type: none"> 1. Commit to safeguarding and promoting the welfare of children. 2. Be subject to DBS checks as required by the Academy. 3. To understand and comply with the Academy's Equal Opportunities Policy. 4. To participate in the Performance Management Programme. 5. To follow the Academy's policy with regards to Data Protection and Freedom of Information. 6. To maintain confidentiality of Academy business. 7. To comply with the requirements of Health and Safety, other relevant legislation and Academy documentation. 8. Be aware of, uphold and contribute towards the development of the Academy's policies and procedures. 9. Take an active part in appraising own work against agreed priorities and targets in accordance with the Academy's performance and supervision arrangements. 10. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once per two years and may be subject to modification or amendment at any time after consultation with the postholder. 			
DUTIES SPECIFIC TO THIS POST			
RESPONSIBILITIES			
<ol style="list-style-type: none"> 1. Lead and oversee the behavioural support provision as part of the Student Engagement and Learning Support Team, in liaison with the Deputy Headteacher 2. To support the progress of all students through effective management of key resources in collaboration with the Director of Alternative Provision. 3. Strategically plan and coordinate individual and group 'pathways' for students to enable them to achieve measurable success. This includes both internal and external provision. 4. Coordinate links with external providers to enhance provision and / or provide alternative provision for the students in liaison with other key staff at the Academy. 5. Develop and promote current and new initiatives which focus on student achievement, reward and celebration. 6. To coordinate the Student Council and take a leading role in the development of future initiatives and activities. 7. To strategically plan and coordinate mentoring and counselling of students. 8. Contribute to all areas of 'transition' including planning, delivery and evaluation of practice. 9. To undertake appropriate first aid and Safeguarding training in order to support the effective and efficient health and safety requirements of the Academy and welfare of students, staff and visitors. 10. To understand and comply with all Academy policies. 			
DUTIES			
<ol style="list-style-type: none"> 1. Work effectively and collaboratively with SLT (Behaviour and Safety) and other managers within the Student Engagement and Learner Support Team to effectively deliver behaviour support provision. 			

2. Attend and lead team meetings and participate in relevant training and performance development as required.
3. Respond appropriately and resourcefully to meet the demands of students at Merrill. This includes the directing of other staff in relation to student behaviour, and the effective communication of student progress and / or issues to the wider staff.
4. Coordinate and monitor alternative internal and external provision for students and liaising with external providers including Derby College, Derby Pride Academy, Kingsmead, Junction 16 and the local authority. This includes Secondary Panel Placements and potential managed moves.
5. Work with all year groups to recognise student progress and positive achievement and focus on key events in the year to promote and celebrate this achievement through rewards including that include Activity Days and other (future) initiatives.
6. Develop the Student Council and extend the student voice include year reps and tutor group reps. Evaluate the key messages, develop action plans and feedback to SLT during planned meetings.
7. Develop and coordinate mentoring provision across the Academy which includes mentoring and support through the use of key members of the current Student Engagement Team, mentoring of Merrill students by external / visiting individuals, external agencies / organisations mentoring and counselling.
8. Monitor and accurately log student progress in relation to behaviour and safety and effectively communicate this information to parents/carers SLT and line manager.
9. Effectively use data, statistics and reports to inform and implement necessary pastoral care of all students throughout the Academy. Using this information, proactively and strategically develop action plans to cater for the needs of our students, working collaboratively with the Heads of House, Tutors, Student Engagement and Learner Support Team, Safeguarding, parents, governors and other groups and other external agencies including the Local Authority.
10. Contribute towards Academy events within the calendar including those related to curriculum events, pastoral support, rewards and activities. These may include: curriculum / year trips, open days, open evenings, parents' evenings, transition events, governors disciplinary meetings, mentoring / counselling, Deep Learning Days and other IAG events / guests or speakers, assemblies and rewards (in conjunction with the Heads of House).
11. Contribute to providing relevant and accurate information for confidential reports on excluded students at Governors' Disciplinary Committee Meetings and pupils who have been identified as requiring a managed move.
12. Collaboratively work with the Transition Leader and other key staff to plan, prepare and deliver programmes, resources and behaviour information for all students in the transition process. This includes the transition from KS2 to KS3 to KS4 to KS5.
13. Contribute to the organisation and leading of Easter and Summer Clubs and other intervention programmes.
14. Maintain up to date and accurate records related to student engagement / behaviour management procedures and systems including spreadsheets and word documents.
15. To assist in the supervision of students on a rotational basis over the students' lunch period.
16. Contribute to the overall ethos of the Academy, promoting positive values and attitudes.
17. Establish and maintain a purposeful, orderly and supportive environment throughout the Academy.
18. Establish productive working relationships with students and colleagues, acting as a role model and set high expectations.
19. Promote the inclusion and acceptance of all students in the school, supporting and responding to their learning and behavioural needs.
20. Comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data-protection, reporting all concerns to an appropriate person.
21. Adhere to school health and safety policy including risk assessment and safety systems.
22. Comply with the requirements of the Data Protection Act, ensuring the confidentiality of information is maintained in accordance with Academy policies.
23. Carry out any other duties commensurate with the post as directed by your Line Manager or as delegated by the Headteacher.

IN RELATION TO STUDENTS

1. Contribute to the overall ethos of the Academy, promoting positive values, attitudes and good student behaviour, dealing promptly with conflicts and incidents in line with Academy policy.
2. Encourage students to act independently and to take responsibility for their learning and their behaviour.
3. Contribute to the management of student behaviour.

4. Support, encourage and mentor individuals and groups of students identified as being at risk of exclusion from school.
5. Provide information, advice and feedback to enable students to make effective choices about their own learning and the consequences of their actions.
6. Contribute to the development and emotional well-being of students.
7. Encourage students to interact positively and cooperatively with others and to engage in activities offered to them by the Academy.
8. Establish and maintain positive relationships with identified students and groups, encouraging these students to develop strategies to accept and manage their feelings and behaviour.
9. Promote the inclusion and engagement of all students, ensuring they have equal access to opportunities to learn and develop.
10. Promote and safeguard the welfare of all students within the Academy.
11. Contribute to the provision of support for students with social, emotional and behavioural concerns, liaising with other staff in relation to these issues.

**BEHAVIOUR SUPPORT LEAD
PERSON SPECIFICATION**

Knowledge and Skills	Essential	Desirable
A 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, Mental Health in Schools 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 organisation skills and the ability to work independently to reach set goals.	✓	

Experience	Essential	Desirable
Minimum two years' experience working with relevant age group	✓	
Experience of working with students with emotional and behavioural issues and in the leading, development and line-management of a team	✓	
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.	✓	

Qualifications	Essential	Desirable
English and Maths GCSE at Grade A*-C or equivalent	✓	
Good IT skills	✓	
Recognised qualification in word processing / software / databases / spreadsheets		✓
Further / higher education qualification, such as Degree, NVQ etc		✓

Competencies	Essential	Desirable
Among other competencies required for this role, those critical to your success are the following:		
Tenacity / Resilience, able to work under pressure	✓	
Planning and organisational skills	✓	
Self-motivation	✓	
Flexibility	✓	
Professionalism	✓	

Personal qualities	Essential	Desirable
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.	✓	