**ST JAMES’S CHURCH OF ENGLAND SECONDARY SCHOOL**

**JOB DESCRIPTION**

**Behaviour Intervention Manager**

Grade 7

(subject to job evaluation)

SCP 29 to 33

37 hours per week during school term time only plus 3 days

including the September training day and two others in the holidays

Hours of work 8.00am - 4.00pm, with 3.30pm finish on Fridays

**Responsible to: Assistant Headteacher (Pastoral)**

**Line Manager to: Pupil Welfare Supervisors**

**Main Duties**

To have an excellent understanding of the school curriculum and pastoral care provision in order to remove barriers to learning.

To promote the ethos of St. James’s, a set of expectations at the core of our reward and sanctions policies.

To operate within agreed legal, ethical and professional boundaries when working with young people. This includes maintaining confidentiality within appropriate policies.

To carry out administrative tasks to facilitate the effective operation of the schools behaviour management system and the work of the pastoral team.

**Sanctions**

* To manage lesson by lesson the school’s ‘on call’ system.
* To provide a point of referral for staff concerned by a student's behaviour, or by a student committing misdemeanors.
* To take action to ensure that inappropriate behaviour is not allowed to impede achievement at the time of incident.
* This may include the withdrawal and re-integration of pupils, developing effective 1:1 mentoring and other supportive behaviour intervention strategies including encouraging them to engage in out of hours school learning and development opportunities.
* To take accurate witness statements and collect accurate information for appropriate sanctions to be actioned and share these findings with other relevant professionals
* To supervise pupils who have been placed in internal isolation over break and lunch time.
* To lead to the school’s pastoral detention rota.

**Rewards**

* Create a management system and be the gatekeeper on behalf of the HoY on the newly formed whole school rewards system.
* To contribute to the support, guidance of students and to the development of specific intervention programmes aimed at enhancing the behaviour and the motivation of individual and groups of students.

**Administrative /Management Duties**

* To establish in the first instance and subsequently lead a pattern of day-to-day liaison with HoY and AHT for Pastoral, so as to ensure the early identification of pupils who are displaying inappropriate behaviour and impeding on their own and others learning and progress.
* To establish in the first instance and subsequently lead a pattern of day-to-day liaison with HoY and AHT for Pastoral, so as to ensure the rewarding of pupils who are ‘Caring for Others & Achieving Excellence”.
* To communicate with parents/ carers and staff on day-to-day sanctions and rewards.
* Ensure that the relevant pastoral data is effectively and consistently distributed periodically.
* Update and circulate daily to staff the spreadsheet for attendance, punctuality, lesson monitor and rewards.
* Update and circulate weekly to staff the pastoral concern level spreadsheet.
* Ensure that the pastoral notice boards and rewards notice boards are maintained with up to date and current information.
* Assist in the organisation of pastoral activities and competitions.
* Attend and contribute to the development of pastoral care at half termly pastoral meetings and weekly pastoral briefings, including any necessary training responsible for development and referrals within the school. This may require additional formal training in order to be qualified to guide pupils and staff on these issues.

* To attend meetings when required representing the school with outside agencies e.g. Bolton Behaviour Support.
* To line manage pupil welfare staff.

**Other duties**

To act as a first aider

**Safeguarding of children and young people**

* The post holder is responsible for promoting and safeguarding the welfare of all children and young people he /she comes into contact with

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post’s grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

**PERSON SPECIFICATION**

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| **Job Title** | Behaviour Intervention MAnager |

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| **MINIMUM ESSENTIAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| **Skills And Competency** | |  |
|  | Ability to work effectively within a team environment. | Application Form/Interview |
|  | Ability to build effective working relationship with all pupils and colleagues and demonstrate a high level of emotional intelligence. | Application Form/Interview |
|  | Knowledge and proven skills in managing challenging behaviour across the secondary age range /young adults. | Application Form/Interview |
|  | Ability to work with pupils at all levels regardless of specific individual need. | Application Form/Interview |
|  | Demonstrable experience in developing a range of approaches to assist in engaging with young people/difficult to reach groups and the ability to encourage them to engage with the learning process. | Application Form/Interview |
|  | Ability to adapt own approach in accordance with pupil needs with demonstrable experience of this in previous roles. | Application Form/Interview |
|  | Ability to promote a positive ethos and role model positive attributes. | Application Form/Interview |
|  | Ability to identify potential barriers to learning and develop strategies to overcome these | Application Form/Interview |
|  | Excellent English/ Literacy skills to enable factually correct written reports. | Application Form/Interview |
|  | Excellent communication skills – both written and verbal. Often dealing with sensitive information in a range of one to one and meeting settings. | Application Form/Interview |
|  | Highly developed interpersonal skills to form constructive relationships with disaffected pupils and their parents/carers in a potential conflict and challenging situation. | Application Form/Interview |
|  | ICT skills to at least intermediate level – effective use of ICT to support learning, to interrogate data and generate reports e.g. the use and design of reports, spreadsheets, research. Further training can be provided. | Application Form/Interview |
|  | Record keeping skills and the ability to create, develop and evaluate compliant systems. | Application Form/Interview |
|  | Ability to work under own initiative and independence in a positive and solution-focused manner. The judgement of when child protection issues require immediate referral is essential. | Application Form/Interview |
| **Knowledge/Experience/Qualifications/Training etc** | |  |
| 1. 1 | English and mathematics GCSE A – C or equivalent. | Application Form/qualifications |
|  | 2-3 years effective experience of working with young adults and their families, or a related degree and 1 years direct relevant experience. | Application Form/Interview |
|  | A comprehensive knowledge and experience of delivering a range of behaviour intervention techniques. | Application Form/Interview |
|  | Understanding of inclusion within a school setting. | Application Form/Interview |
|  | Working knowledge of relevant policies/codes of practice/legislation or best practise. | Application Form/Interview |
|  | Ability to contextualise the national curriculum and other learning programmes to promote effective behaviour for learning. | Application Form/Interview |
|  | Working knowledge and understanding of principles of learning styles and independent learning. | Application Form/Interview |
|  | Experience of delivering group programmes and making formal presentations to colleagues. | Application Form/Interview |
| 9. | Previous CPD training related to strategies for dealing with challenging pupils. | Application Form/Interview |

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| **Work Related Circumstances** | | | | |
|  | | *To attend relevant out of hours training and events.*  *Safeguarding of children and young people- all school posts*  *The post holder is responsible for promoting and safeguarding the welfare of all children and young people he /she comes into contact with.* | | Interview  Interview |
| **STAGE TWO** | | | Will only be used in the event of a large number of applicants meeting the minimum essential requirements | |
| **ADDITIONAL REQUIREMENTS** | | | | **METHOD OF ASSESSMENT** |
| **Skills/Knowledge/Experience** | | | | |
| 1. | Experience working with children/young people and their families in a relevant secondary school environment. | | | Application Form/Interview |
| 2 | Graduate qualifications or equivalent ideally in a related field. (At stage 1 a degree and 1 year relevant experience or NVQ 2/3 and 2-3 years experience) | | | Application Form/Interview |
| 3. | Recognised Counselling qualification | | | Application Form/Interview |