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**Behaviour Support Coordinator JOB DESCRIPTION**

**Salary/Grade**

**Hay Grade HAY 6**

**Purpose of the job**

* Behaviour Management – day to day support of students with challenging behaviour / oversight of detention schedule and escalations
* PSHE programmes and pastoral support through tutor time
* Ensure the provision provided to the SEN provision students is adequately in place
* Support with the student wellbeing agenda – oversight of Counselling / Mentoring programmes
* Carrying out investigations into student behaviour incidents with a particular focus on incidents that take place outside of lesson.

**Reporting to**

**Head of Pastoral Care and Inclusion (HPCI)**

**Liaising with**

**Headteacher, Deputy Headteacher, Subject Leads, Teachers and Learning Support Assistants**

**Working time**

**36 hours per week for 40 weeks a year**

**Specific responsibilities**

***The main responsibilities of the post are:***

**Behaviour Management**

* To be responsible for the implementation of policy, practice and procedures in relation to students’ behaviour / support / social inclusion and to monitor, evaluate and review effectiveness.
* To provide support and guidance to staff on behaviour management strategies and procedures, providing detailed assistance for teachers including in-class interventions.
* To organise and participate in routine classroom and corridor patrols, lunchtime and break duty rotas to support good student behaviour throughout the school day.
* To ensure intervention and inclusion strategies are devised and implemented to effectively support students with challenging behaviour.
* To liaise with the families of pupils with persistent behaviour problems to ensure they support the values and codes of conduct of the school
* To play a role in readmission programme on return from an exclusion and/or placement in Isolation to ensure a smooth reintegration into school.
* To ensure that staff covering Isolation devise and implement effective reintegration to support the transition of students’ returning into mainstream school.
* To monitor and evaluate behaviour, exclusion and attendance data.
* To collate, analyse and share whole school behaviour data including (3rd warnings, GMs, Red Cards and exclusions) on a fortnightly basis

**Pastoral Support**

* To establish and implement the process of effectively identifying students requiring support and liaising with all relevant staff.
* To make use of existing assessment data to plan and oversee the delivery of a mentoring service to identified students and the setting of appropriate targets for individual students.
* To ensure that accurate records of students on learning mentor / behavioural / support programmes are maintained and effective tracking of, monitoring and evaluation of their progress is carried out.
* To liaise with support services inside and outside school, ensuring students have access to a range of agencies, activities and organisations.
* To develop, organise and / or participate in a variety of student support initiatives e.g. anti-bullying campaign, study support clubs, school council debates.
* To strive to achieve family involvement in students’ progress in school.

**General**

* To be flexible within the broad remit of the post.
* To attend school events as required.
* To arrange and give training sessions alongside HPCI to staff to ensure that they are aware of procedures and regulations.
* To attend training sessions and meetings as required.
* To keep up to date with developments and changes in legislation and guidance, and communicate appropriate information to colleagues.
* To seek, consider, and act upon professional support and advice as required.
* To ensure compliance within the school of data protection regulations.

**Person Specification:**

**Inclusion Manager**

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| **Criteria** | **Essential** | **Desirable** |
| **Qualifications** | * **English and Maths to a minimum of GCSE level C**
 | * **Degree**
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| **Experience**  | * Experience working within an inner London school
* A minimum of two years’ experience of working with children (either paid or unpaid capacity) preferably in an education setting and working with young people
* Understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour
* Working with young people and their parents
* Working with disadvantaged students
 | * Experience of working within a counselling environment
* Experience of working with students who have behavioural difficulties
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| **Skills & Abilities** | * Demonstrate high expectations which inspire, enthuse, motivate and challenge students to achieve their best:
* Act as a strong role model
* Strong presence in the school environment
* Good behaviour management skills
* Ability to tailor style to student needs
* Ability to use student data to generate appropriate and effective support
* Demonstrate a strategic and creative approach to problem solving
* Ability to build and maintain effective relationships through excellent interpersonal skills
* Demonstrate excellent communication skills (verbally and written)
* Ability to develop effective teamwork
* Demonstrate inclusive approach to education
* Ability to work under pressure, maintaining a high sense of perspective
* Ability to manage own time effectively
* Commitment to regular on-going professional development
* Commitment to collaborative working practices

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| **Personal Qualities** | * Excellent interpersonal skills with ability to maintain strict confidentiality.
* A diplomatic and patient approach.
* Initiative and ability to prioritise one’s own work and that of others to meet deadlines.
* Able to follow direction and work in collaboration with Leadership Team.
* Able to work flexibly, adopt a “hands on” approach, and respond to unplanned situations.
* Ability to evaluate own development needs and those of others and to address them.
* A willingness to seek specialist advice and awareness of where to seek it.
* Efficient and meticulous in organisation.
* Commitment to the highest standards of child protection.
* Recognition of the importance of personal responsibility for Health & Safety.
* Commitment to the school’s ethos, aims and its whole community.
* Flexible
* Energetic and enthusiastic
* Self-motivated, self- confident, reliable
* Generosity of spirit, sense of humour
* Committed to improving outcomes for all students
* Strong team player
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***The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.***