



Job Description for Behaviour Manager / CLA Coordinator: Newhouse Academy

Job Title:	Behaviour Manager / CLA Coordinator
Contract Information:	Term Time plus 1 week Permanent 37 hours per week from 8.00am to 3.54pm each day or 8.00am to 4.00pm each day with a 30 minute early finish one day (30 minute unpaid lunch daily)
Responsible to:	Deputy Headteacher - Pastoral
Responsible for:	n/a
Terms & Conditions:	NJC, Support Staff Terms and Conditions
Salary Range:	NJC Grade 6 / S01 Scale Point Range Points 19-25 Starting scale point is dependent on experience SO1 Points 23-25 = Expert level. Awarded on performance, additional training & qualifications.
Other:	2 months' notice period.

Background & Vision:

Our mission is to motivate and prepare our students for a rapidly changing world, by instilling in them the knowledge and skills needed to be successful in life, and to uphold our core values of Aspiration, Integrity and Respect.

Newhouse Academy is part of Hollingworth Learning Trust.

Values:

Our values are at the heart of what we do. These are:

Aspiration – Being ambitious and doing your best.

Integrity – Being honest and doing what is right.

Respect – Being considerate and thinking of others.

Purpose of the Job:

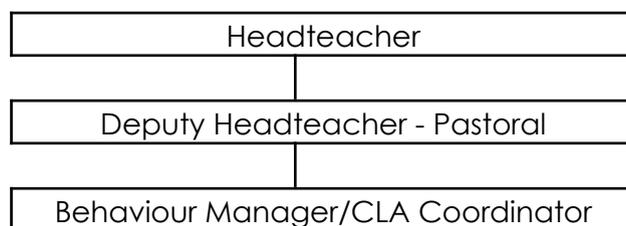
Behaviour Manager:

To ensure that the academy's behaviour aims are put into practice and to promote, monitor and support positive student behaviour and work towards school behaviour improvement. To directly work with, track, analyse and report on specific cohorts and trends in behaviour across the academy. To mentor one-to-one or small groups of students who require additional support to overcome barriers to learning within the academy, addressing the mental and physical needs of students and providing additional support where necessary. To work closely with SLT, Heads of Year and the attendance team to identify disengagement and/or behaviour issues and to implement appropriate, research-based, impactful intervention strategies. To manage, organise, maintain and assist in the delivery of sanctions administered in accordance with the academy's Behaviour Policy, including the collation of cohort specific data, accurate record keeping and data sharing. To arrange, monitor, track and coordinate, where necessary, alternative provision placements and offsite direction/managed move logistics with other schools, including integrating other school's students placed in our school.

LAC Coordinator

To be a designated member of staff responsible for promoting the educational achievement, progress, attendance and behaviour of looked after children and previously looked-after students, and those that are the subject of an adoption, special guardianship or child arrangements order, or were adopted from state care. To be a central point of contact within the school to help to make sure that the academy plays its role in making sure arrangements are robust, fully communicated and minimise any disruption to a child's learning. To undertake all responsibilities involved in this process: Working with VSHs, social services, police, parents and all wider support agencies to promote the education and be an advocate for looked-after and previously looked-after children and to promote a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.

ORGANISATIONAL CHART



CONTROL OF RESOURCES

Personnel: n/a

Financial: n/a

Relationships (internal and external):

- Internal:
1. Teaching and support staff within the Academy
 2. Users of the Academy
 3. Voluntary helpers
 4. Students
 5. Governors

- External:
1. Parents/Carers
 2. Visitors to the Academy

Health & Safety

The post-holder is responsible for their own health, safety and welfare and that of others within their care, in accordance with the academy's policy and the Health and Safety at Work Act, 1974.

Training and Development

The post-holder will be responsible for assisting in the identification of and undertaking his or her own training and development requirements, in accordance with the Academy's Performance Management framework.

Equipment/Materials

To be responsible for the safe use and maintenance of equipment/materials used by the post-holder. To adhere to rules and regulations relating to the use of ICT, email and internet/intranet access.

The operation of general office equipment, ICT systems and the orderly storage of stationery and office supplies.

KEY DUTIES AND RESPONSIBILITIES: Behaviour Manager

- To liaise with teaching staff in either primary or secondary settings to assess and provide particular support to targeted students to help improve behaviours, raise achievement and attendance and enable them to overcome barriers to learning.
- To work on a 1:1 basis with targeted students to implement action plans.
- To undertake home visits as necessary to work with students and their parents/carers to secure positive family support and address poor performance/attendance/behaviour.
- To work with Heads of Year and senior staff responsible for pastoral care, in order to support the behaviour and attitudes of students.
- To deliver research-based behavioural, social and emotional sessions for targeted students.
- To work alongside staff within the school to ensure that student learning is maximised.
- To maintain records of work with individual students to show evidence of impact.
- To work alongside vulnerable students within the classroom as required.
- To manage, organise, maintain and assist in the delivery of sanctions administered in accordance with the academy's Behaviour Policy.
- To manage, track, coordinate and deliver reasonable adjustments for individual students, ensuring that all students are appropriately supported in accordance with SEND and SEMH needs and the academy's behaviour policy.
- To act as an advocate for individual students, including attending meetings and report writing.
- To support the development of Pastoral Support Plans for individual students, including liaison with other agencies as appropriate.
- To track and monitor the behaviour of specific students.

- To administer a detailed database that logs all identified cohort incidents, interventions and negative behaviour.
- To analyse behaviour data and report every half term to the SLT link on the standards and patterns of behaviour within the cohort.
- To help manage the school's Internal exclusion/ isolation system.
- To communicate and meet with the families of suspended students.
- To liaise with Heads of Year, Pastoral Managers, Assistant Headteachers and the Deputy Head to ensure that behaviour systems are running smoothly.
- To support the restorative justice process.
- To work closely with alternative provision providers, other schools and tutors to allow for successful temporary student placements.
- To risk assess, visit and provide accurate report writing for AP student placements in accordance with legal and safeguarding procedures and policies.
- To attend bi-weekly safeguarding meetings with the academy's DSL

KEY DUTIES AND RESPONSIBILITIES: LAC Coordinator

- To liaise with teaching staff in either primary or secondary settings to assess and provide particular support to targeted LAC students to help improve support, raise achievement and attendance and enable them to overcome barriers to learning.
- To work on a 1:1 basis with LAC students to implement an action plan.
- To undertake home visits as necessary to work with LAC students and their parents/carers/social workers to secure positive family support and address educational needs/poor performance/attendance/behaviour.
- To work with Heads of Year and senior staff responsible for pastoral care, in order to support the educational and SEMH needs and attitudes of LAC students.
- To deliver research-based social and emotional sessions for targeted LAC students.
- To maintain records of work with individual LAC students.
- To work alongside LAC students within the classroom as required.
- To coordinate any out of hours sessions, school trips, rewards, including during academy holidays e.g. completion of coursework, development of study skills and extra revision programmes and ensure that LAC students are not at any disadvantage when accessing these for any reason.
- To act as an advocate for individual LAC students.
- To support the development of Pastoral Support Plans for individual LAC students, including liaison with other agencies as appropriate.
- To track and monitor the attendance/wellbeing/behaviour/progress of LAC students.
- To remove any unintended barriers to the admission of looked-after and previously looked-after children either at normal transition or any other point of the school year, including school leavers.
- To remove any barriers for looked-after and previously looked-after children to enable them to make the expected or better levels of progress (educational and SEMH) - in line with their peers.
- To monitor the pattern of attendance and exclusions for looked-after and previously looked-after children and to provide support to remove barriers if the attendance is different to or worse than that of other children at the school.
- To ensure looked-after children are not at any disadvantage when accessing out of school hours learning

- To consider the wishes and feelings about their care status and generally meet their needs as learners.
- To plan, prepare and deliver personal education plans (PEPs) and to take responsibility for actions to be implemented. This includes the management of PEP funding application and spending accounts.
- To attend all LAC and Professionals Multi Agency Meetings in accordance with legal requirements, providing accurate and up to date information and take responsibility for implementation of any required actions.
- Identify gifted and talented LAC students and how those needs are being met.
- Identify whether any looked-after or previously looked-after children face additional safeguarding challenges and implement strategies to minimise these challenges, including the attendance of internal safeguarding meetings with the academy's DSL.
- Identify whether any looked-after and previously looked-after children have special educational needs (SEND) and whether those needs are being identified and met at the appropriate level.
- Identify whether any looked-after and previously looked-after children have mental health needs and whether those needs are being identified and met.
- To provide support and provisions for LAC students in relation to the school's behaviour management policy, ensuring any reasonable adjustments are being met by all staff.
- To provide support with the teaching and learning needs of looked-after and previously looked-after children by organising academic interventions and resources both during school hours and outside of school.
- Working directly with looked-after and previously looked-after children, establishing excellent communication with social workers, Virtual Schools, carers, parents or guardians and any other agency and their involvement with the young person.

General Responsibilities:

- The post-holder must ensure full commitment to the Academy/Trust vision, values and key priorities.
- The post-holder must perform their duties in accordance with the academy's Equal Opportunities Policy.
- To comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of, support and ensure equal opportunities for all.
- To appreciate and support the role of other professionals.
- To contribute to the Academy/Trust ethos, aims and development/improvement plan.
- To attend meetings within the Trust, at its Academies and external events as required.
- To participate in training and other learning activities and performance development as required.
- To recognise your own strengths and areas of expertise and use these to advise and support colleagues.
- To assist with the organisation, routines and upkeep of the working environment.
- To support administrative duties as required.
- To maintain confidentiality always in respect of academy-related matters and to prevent disclosure of confidential and sensitive information.
- Other duties, commensurate with the grade of the post.

- To ensure strict confidentiality in all areas of work.
- To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018.
- The post-holder is responsible for the health, safety and welfare of him/herself and others within their care, in accordance with the academy's Health & Safety Policy and the Health and Safety at Work Act, 1974.
- To understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children's welfare at all times and reporting any concerns to the Designated Safeguarding Officer immediately.
- The post-holder will work across the Trust and spend time at each of the Academies, when required.
- The post-holder will be expected to carry out their duties with due regard to current and future Academy/Trust policies, procedures and relevant legislation. These will be drawn to the post-holder's attention during the recruitment process, induction, staff code of conduct, ongoing performance development and through Trust communications.

Newhouse Academy expects employees to work flexibly within the framework of the duties and responsibilities above. This means that the post-holder may be expected to carry out work that is not specified in the job profile but which is commensurate with the grade of the role within the remit of the duties and responsibilities.

This job description will be reviewed to reflect the plans, growth and development of the Academy.

Information for all applicants / post holders:

Newhouse Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

The successful candidate will have to meet the person specification and will be required to apply for an enhanced DBS disclosure.

We particularly welcome applicants from under-represented groups, including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

We follow a strict pre-employment process in line with Safer Recruitment / Keeping Children Safe in Education Guidelines. All appointments are subject to satisfactory pre-employment checks.

Signed	<i>Post holder</i>	Date
Signed	<i>Line Manager</i>	Date