

### Job Description

<b>Job Title</b>	Behaviour Support Officer
<b>Academy</b>	Thomas Deacon Academy
<b>Reports to</b>	Senior Seclusion Supervisor
<b>Line Management of</b>	None
<b>Working Hours &amp; Pattern</b>	Full Time
<b>Salary / Grade</b>	Pathway 4, point 14 - 18
<b>Date Last Evaluated</b>	June 2022
<b>Core Purpose</b>	To work as part of the Seclusion & Support team in monitoring and supporting the academy's high expectations of student behaviour, using efficient and effective behaviour management strategies, in support of the academy's core purpose.

#### **Key Responsibilities:**

##### **Leading and managing:**

- To play a key role in developing and implementing the academy's vision for inclusion and high expectations of student behaviour.
- To lead and manage the On-Call system so that it provides a comprehensive and consistent level of support to classroom practitioners in helping to establish a climate which supports effective teaching & learning.
- To maintain a high profile around the school to ensure that appropriate student behaviour is maintained during lesson changeovers including prompt and full attendance to lessons and tutor times.
- To liaise with pastoral and subject staff, regarding patterns of student behaviour, exchanging relevant information about students.
- To monitor appropriate data, and work closely with the Senior Leadership Team, in the drive to reduce suspensions and permanent exclusions.
- To support investigations, as requested, into breaches of the Behaviour Policy by students, collating statements and making recommendations to pastoral leaders.
- To liaise with parents in relation to breaches of the Behaviour policy.
- To liaise with the multi-agency team and to assist in identifying provision for students for whom an alternative curriculum would be more appropriate.
- To maintain records of interventions with students, meetings with parents and external agencies.

- To contact parents, as appropriate, regarding work to support students' character development.
- To monitor and support student behaviour at lunchtime as required around school.
- To support the attendance, and management, of students at after-school detentions, as required.

**Student Wellbeing:**

- To discuss sensitive issues with parents/carers with regard to student behaviour, punctuality or attendance to lessons.
- To liaise with relevant pastoral staff regarding specific students, discussing behaviour and share information as necessary/appropriate.
- To promote positive behaviour management by modelling and suggesting strategies which support the improvement of behaviour in the school.
- 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 positive family support and involvement.

**The Community:**

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

**Character Development:**

- To promote the development of the academy's character values.
- To support students in reflecting on their behaviour in order to make more positive choices in the future.
- To support students to repair damaged relationships with others.

**General Responsibilities:**

- Comply with any reasonable request from a manager/supervisor to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies, at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

**The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.**

**Note: Every job description in the organisation will be subject to a review either:**

- **On an annual basis at the time of the annual appraisal meeting, or**
- **As a result of a change in strategic direction, or**
- **As a result of a team/operational requirements, or**

**It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.**

### Person Specification

Attribute	Essential or Desirable	Assessment
<b>Qualifications</b>		
Minimum Level 2 qualification in Maths and English.	<b>E</b>	<b>A</b>
<b>Knowledge &amp; Understanding</b>		
Practical knowledge of a wide range of IT packages including Microsoft Word, Excel, Outlook.	<b>D</b>	<b>A/I</b>
Knowledge and understanding of the principles of good customer care practices and how they relate to working with students, staff, parents, visitors and other contacts both internal and external to the Academy.	<b>E</b>	<b>A/I</b>
Practical knowledge of office procedures including setting up systems.	<b>D</b>	<b>A/I</b>
<b>Skills &amp; Abilities</b>		
Ability to defuse situations involving conflict and manage students who maybe in an emotive state.	<b>E</b>	<b>A/I</b>
Ability to use own initiative to prioritise and organise conflicting ongoing and immediate demands.	<b>E</b>	<b>A/I</b>
Ability to use ICT effectively and appropriately, with high accuracy levels.	<b>E</b>	<b>A/T/I</b>
Ability to ensure tasks are seen through to completion, ensuring all stakeholders are kept up to date with progress.	<b>E</b>	<b>A/I</b>
Ability to deal with callers and deal with staff and students, efficiently, politely, and helpfully.	<b>E</b>	<b>A/I</b>
Ability to communicate appropriately at all levels within the Academy, and with visitors and external organisations.	<b>E</b>	<b>A/I</b>
Ability to build good working relationships with colleagues.	<b>E</b>	<b>A/I</b>
Ability to adapt to change and the introduction of new working practices.	<b>E</b>	<b>A/I</b>

Ability to work without direct supervision.	E	A/I
<b>Experience</b>		
Experience of working with young people.	E	A/I
Experience of managing challenging behaviours.	E	A/I
Experience of working in a school environment.	D	A
<b>Personal Commitment To</b>		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

### **Assessment methods**

**A – Application    I – Interview    T – Task/Activity    L – Lesson Observation    R – References**