



PLYMSTOCK SCHOOL PERSONNEL RECRUITMENT JOB DESCRIPTION

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| Job Title | Behaviour Manager Location – Plymstock School |
| Pay Group | Grade D points 8 – 14 |
| Hours | 37 hours per week, 39 weeks per year |
| Accountable to | Deputy Headteacher – Culture |

Job Purpose

- To work within an agreed system of supervision, the post holder is responsible for the effective day-to-day organisation, coordination, supervision of students and support of the Reset and Internal Reflection rooms (CORE rooms). Implementing agreed work programmes with individuals/groups, in or out of the classroom / CORE rooms. The role of the Behaviour Manager is to ensure the smooth running of the CORE rooms, through accurate record keeping and communications with stakeholders at all levels, which is both timely and effective.
- To manage the CORE expectations within the CORE Rooms

Key Roles & Responsibilities

1. Support with the implementation and adherence of the School CORE Expectations Strategy, including the Behaviour policy.
2. Follow and uphold the CORE expectations with students. Liaise and communicate with parents/carers, providing information and advice on the established protocols.
3. Input and collate information to monitor and review those students in the CORE rooms.
4. Liaise with key stakeholders daily, including; The Senior Leadership Team, Heads of Departments, Heads of Year, Assistant Heads of Year, The Inclusion Team and others to review and support the effective day to day implementation and arrangements in the CORE rooms.
5. Prepare and produce a daily log of students, which is to be shared with staff daily. Process sensitive student information in accordance with the established protocols.
7. Produce regular reports to share with CORE Team, The Senior Leadership Team, Heads of Departments, Heads of Year, Assistant Heads of Year, The Inclusion Team
8. Identify trends in student referrals to the CORE rooms and communicate these trends with the wider CORE Team, The Senior Leadership Team, Heads of Departments, Heads of Year, Assistant Heads of Year, The Inclusion Team
9. Share the reports at meetings with the wider CORE Team, The Senior Leadership Team,

Heads of Departments, Heads of Year, Assistant Heads of Year, The Inclusion Team in order that the data can be analysed and the patterns and trends identified.

10. Facilitate the implementation of support strategies to reduce repeat cases. This will involve liaising with stakeholders, including; The Senior Leadership Team, Heads of Departments, Heads of Year, Assistant Heads of Year, The Inclusion Team, as well as parents/carers.
11. Keep the Heads of Year, Assistant Heads of Year, The Inclusion Team and Senior Leadership Team informed of any concerns with specific students.
12. Ensure students have been provided with the appropriate work and that they return work to the relevant departments when necessary.
13. Prepare and where required, print work when students have not been provided with work to complete in the room. Implement learning activities and adjust these to suit student needs and ability.
14. Support students with their work and access to learning activities through specialist support strategies.
15. Monitor and evaluate student responses to learning activities through observation and make a record of achievement against pre-determined learning objectives.
16. Work under the direction of the Senior Leadership link for Curriculum and the Heads of Department to ensure work in the CORE Rooms are relevant and appropriate for the environment.
17. Follow up on all non-attendeed students to ensure their attendance in the room.
18. Supervise students in the CORE room, including during breaks.
19. Effectively apply targeted restorative approaches and practices to encourage self-reflection and improvement.
20. Challenge and support students to reinforce the School expectations, both in the classroom and outside of the classroom, to support the CORE Expectations approach.

- ◆ Preparing and contributing to Trust wide development by sharing best practice and professional feedback.
- ◆ To assist with the production and analysis of regular reports on activity for use at management meetings and feedback, as appropriate for the role.
- ◆ To maintain designated databases / files in accordance with Trust policies for data governance, as appropriate for the role.
- ◆ To comply with and promote all Trust policies, including Safeguarding, Health and Safety, and Equality & Diversity.

**PLYMSTOCK SCHOOL
PERSON SPECIFICATION
Behaviour Manager**

| Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed | Essential / Desirable | Application Form | Interview |
|---|--------------------------|---------------------|-----------|
| Qualifications: | | | |
| ◆ Mathematics and English GCSE passes (levels 9 to 4) or equivalent | E | X | |
| ◆ Experience of working with students within a school setting | D | X | X |
| ◆ Level 3 Safeguarding, or willingness to work towards | E | X | |
| ◆ Specific child/pastoral/behaviour related qualifications | D | X | |
| Experience: | | | |
| ◆ Recent experience in either employment or leisure pursuits indicating successful strong positive relationships with children and young people | E | X | X |
| ◆ Recent experience of working closely with children and young people to support improvements in behaviours and attitudes | E | X | X |
| ◆ Understanding of the issues related to the motivation, behaviours and attitudes of young people | E | X | X |
| ◆ Understanding of the current issues related to disengagement of young people with education | E | X | X |
| ◆ General IT skills, with standard keyboard skills and an advanced knowledge of MS Office and Excel | E | X | X |
| ◆ Use of school systems (such as SIMS and CPOMS) | D | X | X |
| ◆ Experience of writing reports | D | X | X |
| ◆ Experienced data analysis and analytical skills | D | X | X |
| ◆ Experience of working in an educational setting with small groups of students, experience of designing and delivering interventions/learning programmes | D | X | X |
| Knowledge, Skills and Abilities: | | | |
| ◆ Working on own initiative and making judgements within the defined boundaries of the role | E | X | X |
| ◆ Ability to remain calm and controlled in challenging situations | E | X | X |
| ◆ Motivated, adaptable, resilient, work ethic | E | X | X |
| ◆ Ability to present solutions | E | X | X |

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| ◆ Excellent interpersonal skills with the ability to develop successful working relationships | E | X | X |
| ◆ Excellent communication skills, both verbal and written, including the effective communication skills with stakeholders of all levels from students, parents/carers through to Senior Leadership Team | E | X | X |
| ◆ Ability to organise and prioritise workload to meet deadlines | E | X | X |
| ◆ Excellent record keeping skills | E | X | X |
| ◆ Able to maintain confidentiality and use discretion at all times | E | X | X |

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| Further Requirements: | | | |
| ◆ Commit to Equality and Diversity including awareness of relevant legislation | D | | X |
| ◆ Work effectively as part of the school team while also having the ability to work independently. | E | | X |
| ◆ Ability to identify and engage in training/CPD opportunities for role requirements | D | | X |
| ◆ Able to display an awareness, understanding and commitment to the protection and safeguarding of children and vulnerable adults | E | | X |