**Job Description for the post of Leader of Climate and Behaviour**

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| **Hours of Work:**  | 0,86fte 8am – 4pm (Monday – Friday)  |
| **Contract:**  | United Learning Contract |
| **Salary:**   | Band 3 in line with United Learning Support Staff Pay Policy  |
| **Department:**  | Pastoral |
| **Line Manager:** .  | Director of Climate and Behaviour  |
| **Line Managing:**  | None  |

**Main Purpose of Job**

* To uphold and promote the academy’s vision for its students.
* To work collaboratively as a member of a Climate and Behaviour Team, working alongside other members of the team under the leadership of the respective Director of Climate and Behaviour, so that it adapts effectively to change and has a significant impact in creating a climate within the Academy that is calm, purposeful and safe
* Provide effective support to all students, responding appropriately to their collective and individual student needs. In particular fulfilling roles in a team that addresses the needs of students who in the short or long term may require additional support to manage their behaviour and emotions so that they can overcome barriers to learning, make progress socially, emotionally and academically, raise their aspirations and achieve their full potential.
* The role is strategic and targeted but flexible, it must be both dynamic and reactive so that it can meet the varied behavioural, emotional and social needs of our students. As such, the specific characteristics of the role will be selected to suit the strengths of the candidate and the respective members of the Climate and Behaviour Team, whilst ensuring the needs of the students are met, they will be chosen from:
	+ To provide support to an identified cohort of individual or groups of students. Working with them and their families acting as the first point of contact across the Academy. They will give both support and signpost to additional services within and beyond school, so that barriers to learning are removed. In turn ensuring that students develop the skills and attributes required to be a successful member of the Academy and reduce exclusions.
	+ Be part of an active Climate and Behaviour Team fulfilling duties daily, in particular:
		- Managing the climate of the academy so that it is calm and purposeful. E.g. ensuring smooth transitions and a prompt start to lessons.
		- Taking both responsive and pre-emptive action to support the behaviour of students both in the classroom and social times. E,g, Identifying and visiting hot spots to work with students and their teachers so that they are included in education and prevent “buddy outs”.
		- Supervising students within the Academy’s Internal Exclusion and Progress Room, ensuring that the environment is ordered, purposeful and that learning continues.
		- Ensuring that student’s consequences are secure and reflective. For example, that students attend detentions at the end of the school day and that restorative conversations are held. E.g. As part of their Climate and Behaviour Team they will deliver the academies behaviour system including: student report, detentions, IE and restorative conversations.
	+ To plan therapies and workshops that allow small groups of students to improve, by reflecting on both their and other people’s emotions and behaviour so that they grow their ability to understand both themselves and social norms.
	+ To work alongside the attendance team to improve the attendance and punctuality of both individuals or a cohort of students
	+ To work with students so that they transition to appropriate post-16 provision that will help them fulfil their future aspirations.
* To support the academic routines of a key stage e.g. at form-time, in assemblies, at parent/ carer evenings, etc.

**Responsibilities of the Post:**

1. By investigating information and analysing patterns/trends in a range of data, contribute and participate in the comprehensive assessment and pastoral support of students, in conjunction with teaching and support staff. Areas of investigation and analysis could include:
	* Hot spots of behaviour across the academy day.
	* Poor behaviour of individuals and the causes/triggers.

1. To work both individually and alongside other staff members in planning and delivering of interventions to identified individuals and cohorts of students, so that student need is accurately assessed and that we react flexibly/creatively so that students are able to attend, behave appropriately and access learning:
	1. To contribute to, develop and implement action plans for identified students, relating directly to their individual needs and circumstances, to overcome barriers that significantly reduce the risk of exclusion – this should be done in partnership with the SENCO and the wider Climate and Behaviour Team.
	2. To design and implement therapies and workshops that target the needs of individual or small groups of students and secure improvement their behaviour.
	3. To monitor progress of individual or groups of students and set targets for improved engagement on a daily/weekly basis.
	4. To monitor and evaluate students’ responses, progress and achievements against the action plan through techniques such as observation and gathering relevant data. To amend the action plan as appropriate to taking into account ongoing assessment of students’ progress and individual needs and circumstances.
	5. Support the role of parents in by leading meetings with them and provide constructive feedback/support on pupil behavior/welfare.
	6. To establish and maintain positive and appropriate relationships with students that engage, motivate and remove barriers to learning, aimed at achieving the goals defined in their action plan.
	7. To be a first point of contact between the school and external agencies involved in supporting students, proactively initiating and establishing links with other services as necessary and maintaining positive working relationships to facilitate successful outcomes for students.
	8. To support transition programs so that we ensure students access appropriate post16 provision that will help them fulfil their future aspirations.
	9. Ensure all information relating to students in your designated groups who access IE or who are excluded is circulated to all relevant staff in a timely manner – this will be managed in partnership with Year Directors, behavior Manager and Vice PrincipalPastoral.
2. To use the Academy systems and procedures to positively reinforce good behaviour, anticipate and manage challenging behaviour and conflict, improve attendance and removing barriers to learning. In-particular
	1. Being a visible presence at lesson change overs, duties (inc. Lunch, break, lesson change over and roaming) so that the climate of the academy is ordered, calm and purposeful
	2. Poor behaviour in the class room is prevented through support and intervention to students identified in hot spot lessons.
	3. Creating and maintaining a purposeful learning environment in Academy’s Internal Exclusion and Progress Room.
	4. Ensuring that student’s consequences are implemented effectively, where they are not accepted follow up work is undertaken to ensure that they are secure and order is maintained.
	5. Support staff in managing incidents regarding conflict/poor behavior so that they use de-escalation techniques and restorative justice practice.
	6. Assist the subject teacher (and other professionals as appropriate) in the development and implementation of a suitable programme for children which takes into account triggers and strategies to de-escalate challenging behaviours.

1. To provide information and advice to support and enable students to make choices about their own learning, behaviour and choices.
2. To offer information and advice to others within and beyond the Academy as appropriate regarding the support of students. This could include sharing knowledge of activities, courses, organisations and individuals that can be accessed to provide additional support to students.
3. To work in close partnership with the Safeguarding/Attendance Team to ensure joined up practice.
4. To provide objective and accurate feedback and reports, both written and verbal, appropriate to the intended audience regarding student progress and achievements, ensuring the availability of suitable evidence.
5. To make and maintain contact with families/carers of students in need of additional support, to keep them informed of the students’ objectives and progress, and to secure positive family support and involvement. The role will include conducting home visits to facilitate this and that fully informed of incidents related to their child no later than by the end of the same school day.
6. To follow the Academy policy and procedures on Safeguarding, and to promote students’ awareness of personal safety and well-being.
7. To contribute to the development, planning and implementation of strategies relating to the promotion of learning, inclusion, social development and good attendance.
8. To appropriately share information to relevant audiences to facilitate student welfare and promote student learning to parents, colleagues and education/healthcare professionals, within procedures covering confidentiality and data protection.
9. Attend and contribute to Academy Meetings.
10. To undertake examination and test invigilation (as required -both internal and external) maintaining rules set by external examination boards and in-house regulators.
11. Develop appropriate resources to support students’ progress.
12. Assist with the supervision of students out of lesson times, e.g. clubs, extra-curricular activities.
13. To administer first aid as required and use knowledge and experience to support decisions regarding student attendance.

**General:**

* To attend and participate in meetings as required
* To work openly within the framework of best practice identified in the school safeguarding policy.
* To report any concerns regarding student safety or staff working practices to the designated CP officer(s).
* To keep up to date with local and national CP training and training requirements.
* To undertake other tasks commensurate with the role.

**This job description will be updated on a regular basis in consultation with the post holder**

**The above information is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used; in which case all the usual associated duties are included in the job description.**

**Person Specification: Pastoral Leader**

**Qualifications:**

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| **Criteria**  | **Essential**  | **Desirable**  | **Measured**  |
| 5 x GCSEs grade C or above including English and Mathematics  |   |   | App  |

**Knowledge:**

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| **Criteria**  | **Essential**  | **Desirable**  | **Measured**  |
| Show initiative and be able to empower others to show initiative  |   |   | App / Int  |
| An understanding of how data is used to track progress  |   |   | App  |
| An understanding of relevant legislation concerning safeguarding.  |   |   | App / Int  |
| A commitment to take part in all relevant in-service training and continuing professional development with a focus on First Aid and Team-Teach Training  |   |   | App/Int  |

**Skills & Experience:**

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| **Criteria**  | **Essential**  | **Desirable**  | **Measured**  |
| Experience of direct work with children and families  |   |   | App / Int  |
| Have an understanding of issues around diplomacy and confidentiality  |   |   | App / Int  |
| Experience of working with young people from a range of backgrounds  |   |   | App / Int  |
| Experience of working with young people to improve academic progress  |   |   | App / Int  |
| Excellent interpersonal skills  |   |   | App / Int  |
| Highly developed organisational skills and the ability to prioritise a heavy workload  |   |   | App / Int  |
| Ability to work as part of a team  |   |   |   |
| Ability to hold others to account whilst maintaining positive relationships  |   |   | App/Int  |
| Resilience  |   |   | Int  |
| Good IT skills  |   |   | App  |
| Ability to work flexibly  |   |   | App / Int  |
| Be able to work outside the usual working hours on occasion.  |   |   | App / Int  |
| Commitment to young people through teamwork  |   |   | App / Int  |
| Good attendance / punctuality  |   |   | App / Int  |