

Job Description

Job Title:	Lead Professional for Behaviour and Attendance
Location:	Unity City Academy
Hours of work:	37 hours per week, Term Time only plus 5 PD days plus 4 weeks
Salary:	FTE NJC 32 (£35745) - 36 (£39880)
Reports to:	Assistant Vice Principal

Purpose of the Role:**The Lead Professional for Behaviour and Attendance will be required to work as a member of the Academy Extended Leadership Team:**

- To complement the professional work of teachers and other staff by ensuring that the behaviour and attendance related policies of the school are carried out and provision for children with behaviour needs is of a good quality.
- To support teachers and support staff in addressing the needs of all pupils but especially those pupils who need particular help to overcome barriers to learning.
- To be a member of the Extended Senior Leadership Team and under the direction of the Assistant Vice Principal, ensure high standards of student attendance and behaviour.
- Establishing and maintaining productive working relationships with pupils, acting as a role model and mentor.
- To advise and support the Senior Leadership Team in the overall strategic management of the Academy giving specific advice in those areas of the Academy's functioning for which particular responsibility is held.
- To place the highest priority on attempting to ensure that individual student targets, and overall Academy targets, are met.

To promote and adhere to the Trust's values to be unusually brave, discover what's possible, push the limits and be big hearted.

Responsibilities:

- Take an Extended leadership role in further supporting the provision for behaviour management and Attendance throughout the school.
- To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning and positive behaviour development and attendance.
- Lead and implement intervention work in relation to behaviour and attendance in conjunction with senior leaders and deploy the Principal, Senior Leadership Team, and other staff to ensure continuity of behaviour provision throughout the school.
- Line management of all Student Support Leaders.
- Provide levels of individual pastoral support to pupils.
- Implement and oversee all personalised arrangements for pupils as appropriate.
- Attend to pupils personal needs and provide advice to assist in their social care, health and hygiene development.

- Participate in the comprehensive risk assessment of pupils to determine those in need of particular help.
- Develop and implement individual Education/ Behavioural/ Support/ Mentoring plans and behaviour management strategies.
- Lead and oversee one to one mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the re-integration of disaffected pupils and the integration of those who have been absent, deploying Learning Mentors as appropriate.
- Provide information and advice to enable pupils to make choices about their own learning, behaviour, attendance.
- Work closely with teachers and support staff offering support, advice and strategies to improve classroom behaviour.
- Challenge and motivate pupils, promoting and reinforcing self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
- Liaise with feeder schools and other relevant bodies to gather pupil information and compile necessary reports.
- Facilitate school improvement initiatives related to behaviour and attendance as appropriate.
- Support pupils' access to learning using appropriate strategies and resources.
- Liaise with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback achievement, progress and other matters as requested.
- Responsible for keeping and updating records as agreed, contributing to review systems/records as requested.
- Establish constructive relationships with parents and carers including the exchanging of information and facilitate attendance.
- Manage appropriate clerical/administration support e.g. phones calls; dealing with correspondence and the compilation of data/information on attendance and exclusions.
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Take a role in assessing a range of activities, courses, organisations and individuals available to provide support for pupils to broaden and enrich their learning.
- Prepare and use specialist equipment, plans and resources to support pupils.
- Supervise pupils on visits, trips and out of school activities as required.
- Implement supervision of pupils out of school hours as required.
- Lead constructive relationships and communicate with other agencies/professionals, in liaison with the classroom teacher, to support achievement and progress of pupils.
- Ensure consistent compliance of policies and procedures relating to child protection, health, safety, confidentiality and data protection throughout the setting, reporting all concerns to the appropriate person.
- Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- To undertake as required other duties and responsibilities relevant to the job as directed by the Principal.



Employee value proposition:

We passionately believe that every child can discover their own remarkable life. It's what motivates us around here. We know this vision requires something extra. Which is why at AET, you'll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we're inspiring. Come inspire their remarkable with us.

Our values:

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Teachers' Pay and Conditions.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. There may be occasions when it will be necessary to cover other Administrative roles within the academy or to work with the administrative team when there are peaks and pressing issues.
6. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
7. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.



Person Specification

Job Title: Lead Professional for Behaviour and Attendance

General heading	Detail	Essential requirements:	Desirable requirements:
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> Degree level qualification or equivalent 	<ul style="list-style-type: none"> A postgraduate qualification in, or related to, education
Knowledge/Experience	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> Experience of leadership in a school or other educational environment Experience of leadership in contrasting educational environments Experience of leadership in different phases or sectors A secure, deep and experience and evidence-based knowledge of current issues in education, particularly leadership, curriculum leadership, curriculum design, learning and progress, organisational change and cultural development and inspection. Knowledge of current issues in education and the ability to maintain an broad overview of the sector. Experience of school improvement work with organisations outside one's own Experience of inspection 	<ul style="list-style-type: none"> Experience of working in an educational environment Knowledge of attendance and behaviour legislation and guidance



		<ul style="list-style-type: none"> • Experience of research methodologies, their strengths limitations, and the warrant they give for action. • The ability to gather evidence with robust and defensible methodologies, draw valid conclusions and identify systemic, rather than symptomatic characteristics. • Experience of writing clear, concise and pithy reports. 	
Skills	Line management responsibilities (No.)	• n/a	• n/a
	Forward and strategic planning	• n/a	• n/a
	Budget (size and responsibilities)	• n/a	• n/a
	Abilities	<ul style="list-style-type: none"> • Attention to detail. Working to tight deadlines while maintaining quality of output. • Ability to use all standard software packages • Ability to interpret legislation and guidelines, and communicate them with clarity • Excellent written and spoken communication • The ability to pre-empt problems and solve them before they can have a negative impact. 	
Personal Characteristics	Behaviours	<ul style="list-style-type: none"> • A positive, can-do approach, solution focused, always putting pupils first. 	
	Values	<ul style="list-style-type: none"> • Be unusually brave, not 	



		<p>afraid to challenge constructively, to make the right call, even when it's both unusual and difficult to do so.</p> <ul style="list-style-type: none"> ● Discover what's possible, have an absolute commitment to the very highest standards for pupils, without cutting corners. ● Push the limits, never settle for second best, a consistent striving for excellence, improvement and rigour ● Be big-hearted, have the highest standards of professional integrity, honesty, professional kindness, warmth, positivity and passion for pupils' progress and well-being. A demonstrable commitment to equality, equity, diversity and inclusion. 	
Special Requirements		<ul style="list-style-type: none"> ● Successful candidate will be subject to an enhanced Disclosure and Barring Service Check ● Right to work in the UK ● Evidence of a commitment to promoting the welfare and safeguarding of children and young people 	