

Role Profile

Job Title:	Schools' Cluster Co-ordinator/ Behaviour Consultant	Grade:	Spinal Point Range: 12
Department:	Behaviour and Inclusion Service Safeguarding & Support	Post no.:	
Directorate:	Children & Adults	Location:	Perceval House

Role reports to:	Behaviour and Inclusion Service Team Manager
Direct Reports:	n/a
Indirect Reports:	School support staff
<i>This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the council and the requirements of the job.</i>	

JOB DESCRIPTION

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring (DBS) check.

PURPOSE OF ROLE:

To work peripatetically as part of a small team, within all relevant guidance, the Education Act and other legislation as appropriate, supporting school staff with the inclusion of pupils with challenging behaviour.

- To manage the strategic level marketing and delivery of the Behaviour Service offer to a certain schools, providing behaviour consultancy, advice and guidance to schools, local authority colleagues and other agencies as appropriate.
- To manage frequent lone-working and face to face contact with young people and their families, dealing with extremely challenging behaviour, violent outbursts and/or gang/crime/substance misuse related issues.
- To respond creatively to the needs of the schools, developing bespoke training programmes, supporting schools in areas identified.
- To deliver creative and time limited interventions to individuals and groups and to work with parents to prevent exclusions and improve behaviour.
- To monitor and evaluate all interventions, training and consultancy against Ofsted behaviour outcome criteria, to demonstrate the impact of the service.

KEY ACCOUNTABILITIES:

- To work with schools to implement an effective system of monitoring and evaluating the frequency and impact of interventions, training and consultancy against behaviour improvement outcome criteria in line with Ofsted requirements.
- Through monitoring and evaluation, to clearly demonstrate the impact of your interventions on behaviour ratings and exclusion levels in schools
- To monitor the level of exclusions (internal and formal) from the school; to work with those schools to develop strategies to reduce the level of exclusions and to support young people 'at risk' of exclusion.
- To ensure compliance with the Behaviour Service processes for the collection of data regarding the work of the service.
- To work with schools to devise and implement an appropriate school-level and partnership wide system for the gathering and collation of behaviour support related data.
- To provide reports termly or annually as agreed in schools' Service Level Agreements for each school.
- To deputise for the Team Manager in representing the Local Authority at meetings as required.
- To represent the Behaviour Service at the borough's SEN Panel, School based SEN Plan meetings, Core Groups and other professionals' meetings as appropriate.
- To represent the Behaviour Service at strategic meetings and regional and national events as required, representing the Local Authority in a decision making capacity with key stakeholders.
- To develop and deliver bespoke training programmes addressing needs identified via the Behaviour & Attendance Audits and by schools themselves
- To be responsible for an extensive and valuable library of behaviour intervention related resources and associated soft and hardware as well as for IT equipment (such as laptops / projectors) used in the course of their work.
- To plan and deliver INSET both centrally and within schools alongside the delivery of other training for school and non-school staff, in areas related to key functions of the role as required.
- To manage and co-ordinate the delivery of interventions to the schools, liaising with senior professionals in the Behaviour Service, SAFE Locality, Triage, SEN and LAC Teams as appropriate.
- To work with school staff, team and council colleagues to develop and implement parenting contracts and programmes, pastoral support plans, individual education plans, and behaviour support plans to support young people with emotional, behavioural, social, environmental, psychological and academic needs.
- To develop, implement and maintain a variety of area 'clinics, offering targeted support and signposting to young people, their families, school staff and other professionals.

- To lead on the development of systems to support the effective implementation of the behaviour programme, e.g. service level agreements etc.
- To challenge and support schools to intervene earlier and without recourse to exclusion and to ensure that all young people with 3 fixed-term exclusions are referred to the Behaviour Service.
- To ensure that schools are advised regarding the process and priorities for referrals to the Behaviour Service school, that referrals are appropriate and that the response is efficient and effective.
- To liaise with head teachers regarding the implementation of 'school to school' managed moves for pupils in need of a 'fresh start'.
- To work in partnership with other professionals to develop access to health and other integrated services for pupils and families via the school setting.
- To trouble-shoot issues with schools, supporting the senior leadership team to develop creative and innovative solutions to issues at both an individual and institutional level.

DEVELOPING STRATEGIC LINKS:

- To facilitate effective professional and therapeutic communication, engagement and co-operation between families/carers, young people and schools.
- To support the development and roll-out of integrated services e.g. Common Assessment Framework / Children's Workforce Strategy.
- To liaise closely and negotiate with local authority colleagues and outside agencies, brokering services to effect the delivery of the Behaviour Service offer.
- To work with the schools to gather examples of good practice; to publish and present good practice and to disseminate via the behaviour networks, LPSLBA and website and other methods as appropriate

OTHER DUTIES:

- To develop guidance for schools on best practice in terms of developing extended services and Alternative Provision e.g. legal issues, safeguarding, insurance requirements.
- To be responsible for the development of quality standards and practice, supporting the work of others in the Behaviour Service and drawing on their expertise as appropriate.
- To keep up to date with professional developments at both local and national level, undertaking, monitoring and evaluating research in to specific areas of the team's work as required
- To maintain own professional development to meet the changing demands of the job and participate in appropriate training activities
- To actively and positively promote the behaviour in schools agenda within Ealing

- To participate in the Council's job performance scheme
- To undertake all duties with regard to the Council's equal opportunities policies, guiding principles, customer care and data protection policies.
- To undertake any other similar duties commensurate with the level of the post. The nature of the post means that the post-holder will be required to undertake occasional evening work.

KEY PERFORMANCE INDICATORS:

- Increased number of Managed Moves implemented within legal framework and timescales set out in the Managed Move Protocol.
- Deliver a reduction in fixed-term exclusions for each school within an academic year.
- Regular Behaviour Service representation in school meetings in each school.
- All young people in schools with 3 + fixed-term exclusions have a preventative plan, either a Pastoral Support Plan or a Parenting Contract in place.
- Audit information is collected for analysis from schools, parents and young people
- All other Key Performance Indicators as per Behaviour Service Evaluation Criteria.

KEY RELATIONSHIPS (INTERNAL AND EXTERNAL):

The post-holder will have frequent face to face contact with young people and their families, dealing with extremely challenging behaviour, violent outbursts and/or gang/crime/substance misuse related issues. In addition, the post-holder will interact on a professional level and seek to develop productive relationships with colleagues within the service, in schools and other services and agencies; in particular he/she will strive to ensure the smooth running of the Service.

- Internal: SAFE Locality Teams, EAP staff, the Principal Exclusions Officer, Triage, Special Educational Needs Service, Looked after Children Teams, Youth Offending Service & CAMHS.
- External: Regular liaison with colleagues in the schools and outside agencies.

AUTHORITY LEVEL (PEOPLE, POLICY, FINANCIAL):

- Deputises for the Team Manager, representing the LA as required.
- Facilitates LA Behaviour Strategy for specific schools
- Oversees Service delivery plan to reduce exclusions in schools
- Regularly report to the Behaviour Networks

Person Specification

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ESSENTIAL KNOWLEDGE, SKILLS & ABILITIES:

1. Demonstrable knowledge of schools, the current context and government agenda for education and the working relationship between schools and external agencies.
2. A clear understanding of: the Education Act, the Special Educational Needs [SEN] Code of Practice, the recent DfE Exclusions Guidance, the new Ofsted framework for inspection of schools and the implications of the Green Paper for SEN with specific reference to vulnerable young people – and the impact of these on your work with schools and young people.
3. Experience of developing, marketing and delivering a range of bespoke training programmes within a school or learning/behaviour support setting.
4. Proven ability to establish credibility with head teachers/school senior leadership teams, senior managers in partner agencies
5. Proven ability to support young people with emotional, social, psychological, academic, environmental and behavioural needs, and their families.
6. Proven ability to plan, analyse and evaluate work/projects, meet deadlines, maintain accurate records and prepare detailed reports, ensuring that services and service level agreements are delivered / operated to provide value for money and maximum effectiveness.
7. Ability to work flexibly and in a variety of settings/locations and outside normal office hours in the interests of service delivery.
8. Excellent interpersonal and communication skills.
9. Demonstrable interest in own on-going professional development and willingness to undertake further relevant training as required.
10. Ability to carry out all duties and responsibilities with due regard to the council's equalities and diversity policy, health and safety and customer care requirements.

ESSENTIAL QUALIFICATION (S):

At least one of the following:

- a) A degree or MA in Social Work, Dip.SW or other recognised Social Work qualification, approved by the Health and Care Professions Council.
- b) Qualified teacher status

Competency levels

Please see below for explanation of each level and details about what each competency entails.

1. Role requires a generally low level of competence. It may only require an **awareness of this competency**, or may provide experience to operate at a higher level.
2. Role requires a moderate level of competence, the ability to **cope with standard problems/common situations**, and competence at day-to-day application.
3. Role requires a high level of competence, the ability to **cope with unusual/non-standard problems and issues, and awareness of alternative options** and approaches to situations. Requires ability to guide or advise others in this area and is able to look ahead and anticipate future needs.
4. Role requires an exceptional level of competence and advanced application. Requires ability **to develop innovative approaches, stretch others' thinking and challenge them to excel** by setting exceptional standards.

Results focus: Sets and delivers stretching targets, in line with the Corporate Plan & Priorities and with Ealing's standards and procedures; seeks and takes responsibility for enhancing performance; does what is necessary to achieve the required output, rather than just performing a set of tasks. **Level 4**

Customer focus: Actively seeks to identify, understand and give priority to meeting customer needs. Acts in accordance with the needs of customers (external or internal), partners and the wider community. **Level 3**

Job expertise: Has the necessary technical and professional knowledge and expertise, and uses it effectively. The areas of job expertise required vary significantly between services and between roles. The areas required in any specific role must be discussed with individuals. **Level 4**

Communication: Uses clear language that can be understood by mixed audiences. Communicates effectively (speaking, listening, in writing and when presenting), as required. **Level 4**

Change orientation: Looks for and proposes ways to improve service and will, if necessary, challenge the status quo to produce improvement. Shows initiative, and adapts to change requirements, by continually striving to improve processes, activities, and own performance. **Level 4**

Managing self: Effectively organises self and projects as required, using Ealing systems, processes and policies. Can describe own strengths, development needs, impact and approach. Takes personal responsibility for own role and own development as a result. **Level 4**

Working in teams: Co-operates with others, by working together, supporting and influencing colleagues, and being a part of a range of teams as appropriate. Shares information with colleagues and partners to enable them to carry out their roles more effectively. **Level 4**