



JOB DESCRIPTION

JOB TITLE: **Behaviour Support Lead Officer (BSLO)**

Purpose:	<ul style="list-style-type: none"> To support the school's Behaviour Management Policy through the provision and protocols of the Inclusion Support Room (ISR) in coordination with the Senior Progress Coordinators and Year Lead – Progress Coordinators (strategic oversight – DHT: Community). To provide targeted support and supervision for students in line with the school's improvement priorities for students whose progress and attainment are being impacted by engagement and behaviour issues. To be responsible for maintaining up-to-date and accurate computerised records relating to behaviour provision and interventions within the ISR. To provide supervision and administrative support in the implementation of the behaviour management policy for the school, including after school detentions and internal exclusions.
Reporting to:	Senior Progress Coordinators - deployment Year Lead – Progress Coordinators - day to day management / student related issues Deputy Headteacher – Community
Responsible for:	Direction of the Behaviour Inclusion – Learning Assistant
Liaising with:	Students Senior Progress Coordinators Year Lead – Progress Coordinators Staff Students and Parents / Carers Visitors and external agencies
Working Time:	37 hours a week Term time only Equivalent to 38 weeks
Salary/Grade:	Scale H Point 23 to 31
Disclosure level	All positions are subject to an enhanced DBS check as standard practice.
Date	January, 2019



MAIN (CORE) DUTIES

The specific duties and responsibilities pertaining to the Behaviour Support Lead Officer (BSLO) are to be read in conjunction with the School's Attendance Policy, Behaviour Management Policy and related Protocols which should be complied with at all times.

Support for Students	<ul style="list-style-type: none"> • To monitor behaviour, emotional and social issues of designated students across year groups alongside the Senior Progress Coordinators and Year Leads and make positive interventions as directed. • To supervise and support students in the Inclusion Support Room and providing students with appropriate curriculum study materials supplied by teaching staff where available or from ISR resources where not. • To liaise with the DHT and Senior Progress Coordinators in the scheduling of internal exclusions. • To communicate scheduled internal exclusions with students, staff and parents keeping an electronic record of internal exclusions served. • To support the 111 rota by removing students from lessons who are experiencing difficulties and supporting their movement to subject shadow timetable arrangements or locating students temporarily in the ISR where this is more appropriate. • To note and communicate personal issues that are affecting students' performance at school with relevant staff in order to help the student maintain curriculum progress. • To help contribute ISR provision to individual student behaviour support plans and provide data to relevant staff who are monitoring their success. • To promote the positive behaviours for learning for all students. • To contribute to the adoption of behaviour management best practice within the ISR and more widely in coordination with Year Leads and Senior Progress Coordinators. • To develop systems and monitor and report on agreed student behaviour data as relevant to the ISR and in harmony with the SIMs MIS, including day to day conduct data and termly and annual data. • To schedule detentions and support follow up with students who do not attend. • To communicate scheduled detentions with students, staff and parents. • To articulate and support the school's behaviour expectations and dress codes with all students and their parents in the year group and across the school. • To ensure the maintenance of accurate and up to date student information on the school's management information system.
Inter-Agency Working	<ul style="list-style-type: none"> • To provide timely and accurate information for external agencies as appropriate; • To attend inter-agency or other professional meetings, where appropriate. •
Exclusions	<ul style="list-style-type: none"> • To support the student internal exclusion process by ensuring sufficient and appropriate work is made available to students during a student's internal exclusion.



	<ul style="list-style-type: none"> To ensure work is available to students on external exclusions that exceed two days.
Administration	<ul style="list-style-type: none"> To ensure that all paperwork linked to protocols and procedures are implemented and undertaken in line with policy and senior staff direction. To undertake any other appropriate duties, as requested by the school, to assist with the efficient running of the School's support services.
Essential Skills & Qualification	<ul style="list-style-type: none"> Experience of working in an educational setting with students Experience of working with students who display challenging behaviours Demonstrable experience of working with young people and families An understanding of the specialist support services available to young people from the local authority Experience of supporting SEND students Experience of trouble shooting pastoral issues in a relevant setting Good working knowledge and understanding of IT and ability to use word-processing, spreadsheet and database software Holds relevant professional qualification in education, youth or social work Other relevant experience of working in the police, youth offending or health sector that would demonstrate an ability to inspire young people. Behaviour management training (desirable) Has a thorough understanding of child protection legislation and trained in child protection issues Has attended a range of relevant training courses to develop own knowledge of issues affecting young people and best practice in the management of these issues. Experience of working in a multi-agency setting (desirable) Holds First aid at work qualification or willingness to undergo first aid training. (desirable) Holds qualification to drive a minibus or willingness to undergo minibus training. (desirable)
Essential personal attributes	<ul style="list-style-type: none"> Ability to work within clear protocols and procedures Ability to remain clear thinking and calm under pressure Ability to work as part of a team Ability to work on own initiative and with resilience. Self-motivating with the ability to multi-task Good interpersonal skills - the ability to enthuse and motivate others. Good interpersonal skills - ability to work with people at all levels – respectful of difference To flexible and adaptable in working practices



Practical Skills	<ul style="list-style-type: none"> • Ability to communicate with young people, both individually and in a group setting; • Ability to motivate and engage young people to address the difficulties they are experiencing at home/school that affect their ability/willingness to learn; • Ability to assess the needs of young people and to work with other staff and to formulate packages of support; • Able to build constructive relationships with parents and carers; • Able to develop and maintain close links and work effectively with staff in the wider school; • Able to gather information, analyse data and produce reports; • Confident user of ICT and willingness to work with new IT packages. • Good planning and organisational skills and a flexible approach to the management of work. • Excellent communication skills both written and oral; • Ability to prioritise own workload • Counselling skills (desirable)
Staff Development	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Performance Management Review process.
EMPLOYEE RESPONSIBILITIES: <ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. • To promote actively the school's corporate policies. • To comply with the school's Health and Safety Policy and associated working procedures, undertaking risk assessments as appropriate. • To comply with the School's Equal Opportunities and Diversity Policy and to ensure that it is implemented within the service area of the post. • To comply with the School's Data Protection Policy and Code of Practice within the service area of the post. • To support the school in meetings its legal requirements for worship. • To show high expectations of all students and staff; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising educational achievements. • Employees are expected to be courteous to colleagues and provide a welcoming environment to all visitors and telephone callers. • Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. • Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. • The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. 	



HEALTH AND SAFETY

To ensure that all health and safety instructions are followed and that all reasonable care is taken not to do anything that might endanger the postholder or others; to report to the line manager, or person in authority any dangerous situations in the workplace or any perceived shortcomings in health and safety arrangements.

Chosen Hill School operates a No Smoking policy.

SPECIAL CONDITIONS

This job description sets out the duties of the post at the date when it was drawn up, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Some flexibility in the pattern of hours worked is required with a willingness to potentially undertake working outside of the normal daily hours to meet the school needs.

The actual dates that the “plus days” attached to this position will be worked should be agreed following discussion and agreement with the Line Manager.

Chosen Hill School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

VERIFICATION

I agree that this job description conveys an accurate description of this job.

Agreed : _____ (Postholder) **Date:** _____

Agreed : _____ (Line Manager) **Date :** _____

Agreed : _____ (Headteacher) **Date :** _____

January, 2019