

Job Description

Academy:	Leeds East Academy
Job Title:	Behaviour Support Manager
Grade:	C1-C2, point 22-26 (£20,661-£23,398), T10+ 5 Days pro rata, actual £17,593 - £19,923 (salary dependant on experience)
Accountable to:	Behaviour Leader

Role:

Purpose of job: To contribute to the key objective of the Academy Development Plan, 'Ensuring that all students have a positive attitude to learning' and 'Positive Behaviour is applied consistently across the Academy'.

The role of Behaviour Support Worker will focus on engaging and supporting pupils who need particular help with behaviour management to overcome barriers to learning. Part of this role will be to share the responsibilities of Seclusion and moved room, working with students who have been referred, to help understand and develop techniques allowing them to be successful.

NB: All post-holders at The White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the Academies. The five principles of the Children's Act: Every Child Matters guide the work of every adult working at or associated with Leeds East Academy.

Behaviour Support Requirements:

- Provide levels of individual behaviour modification support to pupils as directed by the Behaviour Leader
- Implement strategies to support pupils with (SEMH) social, emotional, mental and behavioural difficulties, setting challenging and demanding expectations and promoting independence to meet behaviour targets in and outside the classroom
- Develop one to one and small group mentoring arrangements with pupils with SEMH needs as required and provide support for distressed pupils
- Assist in the development and implementation of Individual Education Plans and Behaviour Support Intervention Plans under the direction of the Behaviour Leader
- Provide in-class monitoring and support for assigned pupils with SEMH needs so that teaching objectives are met and best use is made of teaching time

- Support the class teacher to develop one to one mentoring arrangements with pupils and provide support for distressed pupils
- Carry out daily lesson 'drop ins' to monitor student behaviour and attitude to learning
- To establish good relationships with pupils and act as a role model and enforce the expectations of Positive Behaviour at all times in the Academy setting a good example to pupils through own presentation, personal and professional conduct
- Monitor the school hallways throughout the day challenging where required any student who is out of lesson
- To support the effective transfer / integration of pupils who have been extracted from the mainstream curriculum or who are returning from exclusion or who are subject to a managed move or who are being integrated from alternative provision
- To monitor and evaluate the effectiveness of all individualised behaviour support programmes and provide a half termly impact report/presentation to the Pastoral team
- To assist in establishing good relationships with parents and carers and provide regular feedback information about social and behavioural progress and targets
- Respond to requests for 'on call' in the Academy, visiting classrooms and removing students where required by the classroom teacher allowing learning of other students not to be impacted by behaviour
- Support in the management of after school detentions. Collecting students where required from lessons before the detention begins
- To assist the Pastoral team in coordinating the re-integration of pupils back into mainstream lessons
- Assist regularly with the effective and smooth running of the schools Inclusive learning provisions where required
- Establish productive working relationships with both staff and students, acting as a role model, providing support, encouragement, guidance and assistance for learning, independence, practical activities and social skills
- To contribute to extra-curricular activities in order to provide further opportunities for pupils' social and cultural development

Seclusion Support Requirements

- To provide continuous supervision of the students within the seclusion room ensuring that they work productively and safely
- To encourage students to reflect on their behaviour and to accept responsibility for their actions
- To log behaviour incidents on SIMs, complete a daily behaviour log and contribute to a half termly behaviour report
- To liaise with subject teachers when appropriate, gaining key information about units of work in order to provide work that is age and ability appropriate for students in the seclusion room.
- Establish productive working relationships with both staff and students, acting as a role model, providing support, encouragement, guidance and assistance for learning, independence, practical activities and social skills
- To contribute to extra-curricular activities in order to provide further opportunities for pupils' social and cultural development
- Identify patterns/trends of repeat referrals and regularly provide accurate data to inform the academy behaviour tracker
- The supervision of students in the seclusion room at break and lunch time, having pre-ordered packed lunches if necessary
- To implement strategies to support pupils with social, emotional and behavioural difficulties, setting challenging and demanding expectations and promoting independence
- To establish productive working relationships with students, acting as a role model, providing support, encouragement, guidance and assistance for learning, independence, practical activities and social skills
- To set high personal standards of classroom practice to encourage effective learning and promote high standards of achievement, behaviour and discipline
- To encourage students to interact with others in a positive manner
- To provide information and advice to enable students to make appropriate choices about their own learning and behaviour
- To undertake structured and agreed learning activities, including those linked to individual education plans and national learning strategies, adjusting activities according to pupil responses and particular needs, in order to maximise student access to the curriculum within an inclusive setting where appropriate

- With appropriate training attend to students personal needs, including pastoral, social, health, physical, hygiene, minor first aid and welfare matters including the delivery of therapy and programmes of work as directed by specialist agencies
 - To assist with the dispensing of medication with appropriate training and under the supervision of medical staff where necessary
 - To be aware of and support differences. Challenge and motivate students, reinforcing self-esteem and promoting the inclusion and acceptance of all students
 - To provide objective and accurate feedback and reports, as required, to other staff on students' achievement, progress and other matters. Ensure the availability of appropriate evidence
 - To establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to academy and community links
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Other duties

- ◆ To carry out morning, break, lunch and after school duties as required by the leadership team.
 - ◆ Carry out any other duties as directed by the Principal.
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Equal Opportunities:

- To promote equal opportunities in Education in Order that all children and families will gain optimum benefit from the service provided
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing
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Generic Staff Requirements:

- Uphold the professional standards expected of every member of Academy staff in all dealings with colleagues, students, parents / carers and the wider community
- Adhere to the principles expressed in the aims of the Academy and its mission statement
- Actively contribute to the continued development of the Academy by attending training, participating in relevant meetings, and putting forward ideas for improvement

- Be a positive, collaborative team member
- Apply Academy policies in all aspects of the role
- Keep up to date with all aspects of the safeguarding children policy as it applies to the post

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

All postholders are accountable through The White Rose Academies Trust Performance Management Policy. The Governors and Principals of The White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

The White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and a DBS check.

We promote diversity and want a workforce that reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

This job description will be reviewed annually. The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the Academy.

Signed		Dated	
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