

## Behaviour Modification Centre (BMC) Support

**Grade: 12 pt 12**

**Line Manager:** Assistant Head - Behaviour and Standards  
Behaviour Modification Centre Lead

**Other Stakeholders:**

- Headteacher
- School Staff
- Students
- LA Representatives
- External Agencies
- Parents/Carers

**Responsible for:** N/A

### CONTEXT

It is expected that all staff agree with, abide by and promote the aims and objectives of the School within which they work and the Clevedon Learning Trust (CLT).

The Trust's vision statement is: Children, Choice, Collaboration  
Chilton Trinity's vision statement is: Work Hard and Be Kind

Staff are expected to interact on a professional level with all stakeholders and to abide with the CLT's Code of Conduct.

### Purpose and Scope

- To support and supervise students who have been temporarily removed from lessons in the school and have been placed in the BMC.
- To provide immediate support for behavioural incidents which take place and work with students to support a smooth reintegration into the learning environment.
- To provide targeted interventions and mentoring for pupils with Social, Emotional and Mental Health needs.
- Establishing therapeutic relationships with pupils and interacting with them according to their individual needs.
- Developing a holistic approach that enables learners to make progress working with school staff, parents and external agencies.

### Organisational Responsibilities

- Responsible to the BMCL and AHT Behaviour and Standards
- Works with members of the BMC Team, AHTs and AAHTs – Whole School Behaviour for Character on a day-to-day basis.
- Liaises with the BMCL, AAHTs, AHTs, DHT, The Safeguarding Team, teachers and other support staff including external agencies and education specialists and parents/carers.

## Main Duties

- To the BMCL
- To staff, support and manage the BMC.
- To ensure that students who have been removed from lessons are supervised and undertake meaningful learning activities whilst in the BMC.
- To ensure that the BMC has a calm working atmosphere, that the behaviour of students in the room is in line with the behaviour expected in the wider school and that incidents of disruption in this area are dealt with swiftly.
- To meet with and telephone parents as required, to discuss behaviour or improvements in behaviour of students.
- To inform parents of incidents of poor behaviour in the BMC and of fixed term exclusions where appropriate. This must be approved by the BMCL/AAHTs/AHT/DHT or HT.
- To support students to develop their behaviours for learning and improve their attitude to staff and students upon their return from time in the BMC.
- To contribute to and monitor the school's internal exclusion records, identifying patterns and alerting staff of any concerns.
- To contribute to the school's behaviour and rewards policies as required.
- To take part in the school's Inset programme.
- To implement and actively support the school's Behaviour for Character Policy with students that have been placed in the BMC.
- To create a positive learning environment.
- To report on individual student behaviours for learning whilst in the BMC and when requested to do so in lessons by the Safeguarding Team, School Leadership Team or Headteacher
- To attend regular meetings as directed by the BMCL and report on the number, gender, year, reasons for internal exclusion and behaviour of students in the BMC.
- To ensure data is available showing trends in behaviour and the support students are receiving according to the stages of support.
- To take the lead on a general Anti-Bullying strategy under direction from the Assistant Head – Whole School Behaviour for Character
- To support students with their reintegration into lessons following periods of removal from lessons
- To provide academic and behaviour support for individual students in the BMC
- To monitor student's behaviour in the BMC and in lessons within the school.
- To assist with the day-to-day management, control and operation of pastoral provision within the school, including effective deployment of staff and physical resources.
- Implement school policies and procedures.
- Link with the safeguarding team to ensure work supports the school's ethos and vision.
- Liaise with parents to keep them fully informed of information related to attendance the BMC.
- Promote effective learning and achievement for all students by helping to remove barriers to learning related to behaviour.
- Drive forward the school's Behaviour for Character policy (in conjunction with the Safeguarding and Attendance policy) by coaching and mentoring students, working restoratively at times.
- Liaise with SEND and the Safeguarding team to prepare and support with
- Pastoral Support Plans (PSPs) for all appropriate students as directed by the AAHT Behaviour and Standards
- Promote teamwork and motivate staff with a 'can-do' philosophy to ensure effective working relationships.

- Deliver targeted interventions; one to one or in small groups to students with SEMH needs.
- Liaise with the BMC and Safeguarding to identify students in need of support.
- Provide mediation opportunities between students/classes.
- Deliver training and sharing of best practice to other school staff.
- To help students develop resilience and independence – forming positive relationships with staff and peers.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- To attend intervention meetings as required with the whole safeguarding team to ensure consistency across the houses.

### **Support for Teachers**

- Take responsibility for maintaining an appropriate learning environment and consistent responses to misbehaviour within the BMC to ensure that acceptable standards of behaviour are maintained, and learning can continue.
- To ensure that the school's procedures and protocols relating to behaviour are promoted and modelled by establishing and maintaining a clear framework and clear expectations for behaviour and discipline within the BMC.
- To work in lessons with students who require additional behaviour support to access their learning.
- To update and maintain records of internal exclusions and provide regular reports for the Behaviour Lead, AAH, AHTs and the DHT

### **Support for the School**

- To maintain standards of good behaviour and model expected working practices at all times.
- To assist in the development of school policies and procedures relating to behaviour when requested to do so.
- To undertake other similar duties and activities within the grade and scope of the post as directed by the Headteacher.

### **Standards and Quality Assurance**

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Attend team and staff meetings.
- Be proactive in matters relating to health and safety across the school.

## DATA PROTECTION AND SAFEGUARDING

- Work within the requirements of Data Protection at all times
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns.
- Remain vigilant to ensure all students are protected from potential harm.

## Health and Safety

- All staff are responsible for Health and Safety within the school. Any concerns or incidents must be reported immediately to the appropriate person and followed up.
- Comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.

## General

- The post-holder will be expected to undertake any appropriate training provided by the CLT to assist them in carrying out any of the above duties
- The post holder will have access to highly confidential and sensitive information in the course of their duties and must maintain the confidentiality and security of such information at all times
- The post-holder will be expected to contribute to the protection of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order. <https://www.gov.uk/government/collections/dbs-filtering-guidance>

## NOTES

This job description only contains the main accountabilities relating to the post and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

The CLT will endeavour to make any reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## PERSON SPECIFICATION – Behaviour Modification Centre Support

AREA	ESSENTIAL	DESIRABLE
<b>Education/Qualifications</b>	<ul style="list-style-type: none"> <li>Willingness and ability to obtain and/or enhance qualifications for development in the post</li> <li>Relevant Qualifications</li> </ul>	<ul style="list-style-type: none"> <li>First Aid Certificate or willingness to take obtain this.</li> <li>Experience working as a TA/LSA in a secondary school.</li> </ul>
<b>Experience &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>Previous experience of working in a school setting.</li> <li>Experience of using ICT to support learning</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with other agencies, professionals, parents and carers.</li> <li>Experience of working with SEN students</li> </ul>
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>Very good literacy/numeracy/oracy skills</li> <li>Knowledge of Safeguarding and Child Protection procedures</li> </ul>	<ul style="list-style-type: none"> <li>A particular area of curriculum or pastoral expertise which you are prepared to develop within the post.</li> <li>Knowledge of the SEND Code of Practice</li> </ul>
<b>Behaviours</b>	<ul style="list-style-type: none"> <li>Commitment to promoting the ethos and values of the school/Trust and getting the best outcomes for all students.</li> <li>Commitment to acting with integrity, honesty, loyalty and fairness to safeguard the assets, financial probity and reputation of the school.</li> <li>A calm, positive and resilient approach, to sometimes challenging situations</li> <li>Professional and approachable.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>Able to display an awareness, understanding and commitment to the protection and safeguarding of children.</li> <li>Commitment to maintaining confidentiality at all times.</li> </ul>	