**JOB DESCRIPTION**

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| **Job title:** | Refocus lead |
| **Grade:** | SO1 |
| **Contract** | Permanent pending successful completion of probationary period |
| **Hours:** | 36 hours per week, term-time plus 5 INSET days |
| **Responsible to:** | Assistant Headteacher (leading on engagement) |
| **Responsible for:** | Refocus team |
| **Job purpose:** | To lead on enacting the SLT's vision for the expectations and approach to positively managing behaviour and refocusing the students on their learning, working to create a calm and inclusive atmosphere. Through leading your team, you will support classroom based and intervention staff and will be working alongside students, encouraging them to manage their emotional, social and behavioural needs positively and proactively within the policies of the academy. |
| **Key internal contacts:** | SLT<br>Refocus team<br>Pastoral team<br>Admin team<br>Students<br>Teachers |
| **Key external contacts:** | Parents/Carers<br>Outside Providers |
| **Special consideration:** | Hold a clear Enhanced DBS check |

**Specific duties:**

General

1. To lead on the implementation of the school behaviour policy.
2. To line manage the refocus team.
3. To provide strategies to develop staff to ensure that a consistent approach across the school is applied.
4. To provide training for refocus staff to include an analysis of behaviour trends.
5. To work collaboratively with teachers to ensure that behaviour for learning becomes a whole school approach and is sustainable.
6. To liaise with parents to improve student behaviour.
7. To ensure regular communication with SLT so that their ethos for positive behaviour management and an inclusive culture is sustained.
8. Undertake all duties, as expected as a member of the refocus team.

Support for the department

9. Meet regularly with the assistant Headteacher to attend departmental meetings.
10. Support the assistant Headteacher with any assigned tasks.
11. Undertake administrative duties including ordering resources and maintaining stock records when requested to do so.
12. Complete administrative tasks as required to do so.

Communication

13. Attend meetings as deemed appropriate by SLT.
14. Where applicable, hold meetings with parents.
15. Participate in regular supervision and appraisal as required by line manager.
16. Identify own learning needs and to attend training in order to develop professional knowledge and skills as directed by line manager through supervision.
17. Attend Trust/academy events and contribute to daily briefings, team meetings and training.
18. Liaise and network with other professionals, parents and carers both informally and formally.

Trust

19. Promote the Trust's core themes of working with vulnerable young people and helping them to flourish.
20. Promote the safeguarding and welfare of children and young people; complying with the Trust's policies and procedures (e.g. equal opportunities and health and safety).
21. Ensure high standards of behaviour and dress are maintained.

Additional duties

You may be required to carry out additional duties, as SLT may reasonably request, which are commensurate with the post.

**Review:**

This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the College in relation to the post-holder's professional responsibilities and duties.

I confirm that I understand and agree the duties of this job description.

Signature:

Print name:

Date:

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Manager's signature:

Print name:

Date:

**PERSON SPECIFICATION**
**Refocus Lead**

| No. | Education and/or Experience | Priority 1 or 2 | Method of Assessment |
|---|---|---|---|
| 1. | Attainment of English and Maths qualifications equivalent to GCSE grade A-C. | 1 | A |
| 2. | Experience of working with secondary aged students with behavioural difficulties and learning needs on a one-to-one basis or in small groups. | 1 | A, I |
| | | | A, I |
| | **Skills and Abilities** | | |
| 3. | Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations. | 1 | A, I |
| 4. | Have a creative approach to problem solving and use this to inspire and motivate students. | 1 | A, I |
| 5. | Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing. | 1 | I |
| 6. | The ability to record and assess pupils' progress and performance and write reports on student development. | 1 | I |
| 7. | The ability to manage staff. | 1 | I, T |
| | **Knowledge** | | |
| 8. | Knowledge of and the ability to support the delivery of a broad and balanced curriculum programme in order to develop literacy and numeracy. | 2 | A, I |
| 9. | Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment | 1 | A, I |
| 10. | Understanding of Windows software for demonstrating in the classroom and for administration purposes. | 2 | A, I |
| | **Special Considerations** | | |
| 11. | Willing to undertake an Enhanced DBS check | 1 | A |
| 12. | Hold a current and clean driving licence | 2 | A, I |