



Post Title	Behaviour Specialist
Salary range/grade	Grade S5-S6, £22,800- £25,500
Responsible to	Senior Management Team
Type	Full Time Term Time Only (+2)
Base	ALP Schools Leicester

Job Purpose

The post holder will take a lead in the management of behaviour in the school. He/she will support and guide other tutors with Team Teach strategies, the writing of Positive Behaviour Plans (PBPs) for students and the regular analysis of behaviour in school. Thus ensuring the school has the best behaviour systems in place to allow for a positive teaching and learning environment.

The post holder will also lead tuition for students who for various reasons do not access mainstream school. As a tutor the post holder will engage with teaching and learning activities and will plan, prepare, track and deliver interventions on a one to one basis and with small groups.

Key Tasks and Activities:

1. To support, plan and work with the full range of ALP Leicester staff to maintain a positive and productive teaching and learning environment and to ensure that our pupils meet their behaviour and learning targets.
2. To assist colleagues in achieving and maintaining positive behaviour through developing inclusive whole school approaches.
3. To facilitate training for staff across all three schools to ensure that staff members are confident and refreshed with the schools approaches to behaviour management.
4. To build positive relationships with parents and ensure they are informed of both positive and negative behaviour related incidents as and when they occur.
5. The behaviour specialist will comply with ALP Leicester practice, policies and procedures in respect of completing and maintaining individual pupil records and case notes.
6. To update and share skills and knowledge through professional development and participate in staff training activities and meetings.
7. To build and maintain successful relationships with learners, treat them consistently with respect and consideration and be concerned for their development as learners.
8. To demonstrate and promote the positive values, attitudes, and behaviour expected from the learners with whom you work.
9. To work collaboratively with colleagues and co-ordinate those who also engage with students on an out-reach basis.
10. To plan and deliver a variety of qualifications and maintain appropriate course files to meet Ofsted standards.
11. To deliver small group work where appropriate.
12. To line manage, support and supervise selected teaching staff working in the primary setting.

Teaching and Learning Activities:

- a. To use clearly structured teaching and learning activities that interest and motivate pupils and advance their learning.
- b. To communicate effectively and sensitively with learners to support their learning.
- c. To promote and support the inclusion of all learners in the learning activities in which they are involved.
- d. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to purposeful learning environments.
- e. To advance students' learning in a range of settings, including working with individuals and small groups in community provision and from their homes where appropriate.
- f. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- g. To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

1. To plan and prepare lessons.
2. To select and prepare teaching resources that meet the diversity of pupils' needs and interests.
3. To create and update course files relevant to the subject criteria

Monitoring and Assessment

1. To maintain the analysis of behaviour incidents as referred to in the SDP.
2. To ensure that all staff are TEAM Teach trained
3. To update and share skills and knowledge through professional development and participate in staff training activities and meetings.
4. To evaluate learners' progress through assessment of portfolios along with a range of other assessment activities.
5. To monitor learners' responses to learning tasks and modify their approach accordingly.
6. To monitor learners' participation and progress, providing feedback to teaching staff and management, and giving constructive support to pupils as they learn.
7. To contribute to maintaining and analysing records of learners' progress.

Knowledge and Understanding

1. To have sufficient understanding of behaviour to support students' learning, and to be able to share this knowledge to support other teaching staff..
2. To have a good understanding of mental health issues and the impact that this can have on a learner's emotional well-being and behaviour.
3. To demonstrate a willingness to acquire further knowledge.
4. To be familiar with the curriculum, the age-related expectations of learners, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.
5. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understand the place of these in the related teaching programme.
6. To know how to use ICT to advance student's learning and use common ICT tools for their own and students' benefit.
7. To know the key factors that can affect the way students learn.
8. To have achieved a qualification in English/literacy and mathematics/numeracy equivalent to at least level 2 of the National Qualifications Framework.
9. To be fully aware of the statutory frameworks relevant to their role.
10. To know the legal definition of Special Education Needs (SEN), and be familiar with the guidance about meeting SEN given in the SEN Code of Practice.
11. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
12. To abide by the companies safeguarding policy and support the DSL's in any safeguarding matters when appropriate.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating students with respect and, in turn, promoting the schools ARRRTT philosophy.
2. To support and contribute to the school commitment to 'Every Child Matters' to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To maintain high expectations of all learners, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in students' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Key Performance Indicators

1. Effectiveness of the school behaviour management.
2. Staff members knowledge and confidence to be able to effectively use the school behaviour management approach.
3. Student and parent/carer level.
4. Effectiveness of one to one and small group work.
5. Feedback from teaching staff demonstrating that they feel supported in devising behaviour management strategies for pupils.

Expectations and Values

ALP Leicester are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work for the school, the postholder will also be expected:

1. Act as an ambassador for ALP Leicester by supporting our values and expectations of learning within the community.
2. Be a significant presence and role model for students and staff.
3. Follow and where appropriate enact all relevant policies, procedures and guidelines.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

Special Factors:

1. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
2. Expenses will be paid in accordance with the school policy.
3. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

ALP Schools seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- To have achieved a qualification in English /literacy and mathematics/numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- Further qualification or training related to the specialist area of Behaviour and/or Social Emotional Mental Health difficulties (SEMH). (D)

Experience

- Relevant experience of addressing social emotional and mental health difficulties (SEMH), understanding of difficulties related to exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour/complex needs/disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)
- Willingness to become a Team Teach trainer and lead the development of colleagues. (D)

Knowledge, Skills and Abilities

- Knowledge of the National Curriculum and or alternative learning qualifications in various subjects. (E)
- Willingness to keep up to date in subject knowledge and national developments. (E)

- Good Knowledge of special educational needs and disabilities. (E)
- Ability to use a knowledge and understanding of behaviour to provide an analysis that will inform planned interventions. (E)
- Ability to plan and teach effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving. (D)
- Ability to work flexibly in a rapidly changing environment. (D)
- Strong understanding of youth and wider community issues. (E)
- Computer literate (Word, Excel, Outlook and internet) (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills. (D)
- Knowledge of social media (D)

Personality and Social Skills

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to

management (E)

Other Factors

- Full and current driving licence with use of a vehicle for work (E)
- Willingness to drive a company vehicle (D)