

**Part A - Grade & Structure Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Family Code** | **9CLES** | **Role Title** | **Lead Behaviour Manager** |
| **Grade** | **P9** | **Reports to (role title)** | **SLT** |
| **JE Band** | **314-370** | **School** | **The Howard Partnership Trust** |
| **Date Role Profile created** | **March 2020** |
| **Part B - Job Family Description**  The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis. | | | |
| **Role Purpose**  including key outputs | | Under the direction of the Deputy Headteacher with responsibility for student experience, support the SLT in the implementation of the School Behaviour Policy, working in the Isolation Room with students.  Meet the needs of identified students/groups contributing to more effective learning through improved behaviour and social skills.  Manage the Reflection Room and the behaviour team to create a purposeful, well-disciplined learning environment.  Develop and implement appropriate anti-bullying strategies, in conjunction with the Schools ABC.  Oversee and co-ordinate the PSP support strategy and as a PSP Keyworker take responsibility for the daily monitoring and reporting of students on PSPs.  Mentor support to individual students, especially those on PSPs  Co-ordinate ISP delivery  Develop, implement and monitor systems relating to Student attendance, behaviour and integration including rewards, sanctions and detentions using SIMS data as appropriate, overseeing provision of Restorative Justice sessions  Prepare half termly reports as required analysing impact of interventions and identifying students/staff requiring support  Ensure and run all sanctions, reward and sanctioning systems, including detentions, recommending any further strategies  Work with the inclusion team to assess, review and audit the effectiveness of all behaviour intervention work, policies and procedures  Provide objective and accurate feedback and reports as required to other staff on students’ achievement, progress and other matters, ensuring the availability of appropriate evidence. Undertake any investigation in an objective and fair manner of all serious incidents, liaising with SLT, Year Leaders, Attendance Manager etc  Communicate the outcomes of the implementation of the behaviour policy to all stakeholders. Prepare reports for the SLT and Governors on the outcomes of the behaviour policy  Establish constructive relationships with parents / carers, exchanging information, facilitating support for their child’s attendance and access to learning. Support home to School and community links, such as Partnership with Police  Assist and support the SLT in monitoring / supervising behaviour as required and general supervision of students at break times. Undertake midday supervision of students as required.  Develop and implement appropriate behaviour management strategies and provide information and advice to enable students to make choices about their own learning / behaviour / attendance  Promote the inclusion and acceptance of all students, encourage independence and provide strategies to recognise and reward achievement of self-reliance. Help students to interact and work co-operatively with others and monitor and evaluate students’ responses and progress against action plans through observation and planned recording  Complement the work of teaching staff by taking responsibility for agreed learning activities. This involves coordinating learning activities for individuals and groups who are internally or externally excluded  In conjunction with the SLT co-ordinate and monitor the delivery and outcomes for students of alternative curriculums for vulnerable students and monitor the progress and outcomes for these students | |
| **THPT Work Context and Generic Responsibilities** | | Maintain confidentiality in and outside of the workplace  Be pro-active in matters relating to health and safety and report accidents as required  Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance  Uphold and support the School’s Policies and procedures on the Safeguarding of young people | |
| **Line management responsibility**  if applicable | | Directly responsible for the Senior LSA in Behaviour | |
| **Budget responsibility**  if applicable | | n/a | |
| **Representative Accountabilities** Typical accountabilities in roles at this level in this job family | | **Planning & Organising**  • Deliver projects and/or audits within a defined area of work as directed to input to relevant strategies and contribute to the delivery of directorate objectives.  **Policy and Compliance**  • Input as required to the development of strategies and policies.  • Provide guidance and support to stakeholders as required to ensure policy and specification compliance.  **Work with others**  • Deliver high quality services engaging a range of stakeholders.  • Liaise, communicate and build relationships with other departments, parents, partnerorganisations, agencies and/or contractors.  • May manage a team to deliver standardised processes and ensure all officers are appropriately supervised, managed and trained.  • Resolve issues/queries independently, recommend alternative solutions if unable to assist, and ensure efficient, day-to-day customer service is delivered. Escalate issues asappropriate.  **Resources**  • Ensure that work and projects are delivered within agreed resources and assist with budget/resource management in accordance with organisation's policies and procedures.  • May have delegated responsibility for a budget(s) or equipment.  **Analysis, Reporting & Documentation**  • Assess data and conduct analysis in a technical area, presenting results and putting forward recommendations to support decision making.  **Duties for all**  Values: To uphold the values and behaviours of the organisation.  Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.  Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.  The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.  Contribute to and influence children’s learning and personal development.  To have regard to and comply with safeguarding policy and procedures. | |
| **Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics** | | • Appropriate technical qualification at Degree, HND or HNC level.  • May require a specialist technical qualification or membership of an appropriate professional institution.  • Sound understanding of subject matter, legislation, principles and practices relevant to the technical area.  • Ability to apply project management principles and techniques to manage a range of projects through to completion.  • Competent in a range of IT tools.  • Practical or professional experience and understanding of a specialist area or supporting  service teams and/or providing support to the public.  • Ability to work on own initiative, with solution focused problem solving skills.  • Proven written and oral communication with the ability to engage and work in collaboration with others. | |
| **Details of the specific qualifications and/or experience if required for the role in line**  **with the above description** | | Additional skills & Experience:  • Ability to lead and/or guide a team  • An understanding of the way children learn  • Relevant and up to date knowledge of the range of autistic behaviours and the strategies  to support students with Autism Personal characteristics:  • Friendly, caring, patient, fair, and consistent  • Calm under pressure and level headed in emergencies  • Enthusiastic with a positive attitude.  The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. | |
| **Role Summary** | | Roles at this level are specialists professionally qualified in their specialist area. They will provide technical and regulatory guidance and advice to a range of stakeholders in order  to assess and mitigate risk and monitor and ensure compliance with relevant requirements. They will have a fair degree of autonomy and work closely with a range of technical and non technical stakeholders. Forward planning could be for months ahead and the role will contribute to longer-term development. | |

Copyright © 2017 Surrey County Council