



WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION

Job Title:	Behaviour Support Coordinator
Location:	Across the Trust (based at Plymstock School currently)
Grade/Salary:	NJC Grade D, Plymouth Legacy Pay Scales
Hours:	37 hours a week, 40 weeks per year
Reports to:	Behaviour Manager
Responsible for:	None
Key relationships:	Heads of Year, Pastoral Teams, external Stakeholders

Job Purpose

Under the direction of the Behaviour Manager, within an agreed system of supervision, the post holder is responsible for the effective day-to-day organisation, coordination, supervision of students and support of the CORE rooms. Implementing agreed work programmes with individuals and groups, in or out of the classroom/CORE rooms.

The role of the Behaviour Support Coordinator is to ensure the smooth running of the CORE rooms, through accurate record keeping and communications with stakeholders at all levels, which is both timely and effective.

Job Description

Duties and Responsibilities

Main Duties

1. Support with the implementation and adherence of the School CORE Strategy, including the Behaviour Policy.
2. Follow and uphold the CORE expectations with students. Liaise and communicate with parents/carers, providing information and advice on the established protocols.
3. Input and collate information to monitor and review those students in the CORE rooms.
4. Liaise with administration colleagues daily to ensure communication with parents/carers is timely and accurate.
5. Liaise with key stakeholders daily, including: The Senior Leadership Team, Heads of Departments, Heads of Year, Assistant Heads of Year, The Inclusion Team, and

others to review and support the effective day-to-day implementation and arrangements in the CORE rooms.

6. Prepare and produce a daily log of students, which is to be shared with staff at the end of the day. Process sensitive student information in accordance with the established protocols.
7. Produce regular reports to share with the CORE Team, Heads of Year, Assistant Heads of Year, The Inclusion Team and the Senior Leadership Team.
8. Identify trends in student referrals to the CORE rooms and communicate these trends with the wider CORE Team, Heads of Department, Pastoral Leaders and Heads of Year.
9. Share the reports at meetings with the wider CORE Team, Heads of Year, Assistant Heads of Year, The Inclusion Team and the 'Culture' line manager in order that the data can be analysed and the patterns and trends identified.
10. Facilitate the implementation of support strategies to reduce repeat behaviour. This will involve liaising with stakeholders, including; Heads of Year, Assistant Heads of Year, The Inclusion Team, Tutors, the Senior Leadership Team, as well as parents/carers.
11. Keep the Heads of Year, Assistant Heads of Year, The Inclusion Team and Senior Leadership Team informed of any concerns with specific students.
12. Monitor and evaluate student responses to learning activities through observation and make a record of achievement against pre-determined learning objectives.
13. Ensure students have been provided with the appropriate work.
14. Prepare and where required, print work for students to complete in the room (if applicable). Implement learning activities and adjust these to suit student needs and ability.
15. Support students with their work and access to learning activities through specialist support strategies.
16. Work under the direction of the Senior Leadership link for 'Curriculum' and the Heads of Department, class teachers, to plan, evaluate, and adjust work plans as appropriate.
17. Follow up on all non-attendee students to ensure their attendance in the rooms.
18. Supervise students in the CORE rooms, including during break 1 and 2 and lunchtime.
19. Support students to reflect upon the reason for being in the CORE room. This will involve working on a 1-1 basis with students, to encourage them to reflect on why and how their behaviour has not met the School expectations and why it should not be repeated.
20. Challenge and support students to reinforce the School expectations, both in the classroom and outside of the classroom, to support the CORE expectations approach.

General

1. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
2. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).

3. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
4. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
Qualifications:			
GCSE (or equivalent) Grade C or above in Mathematics and English	E	✓	
Level 3 Safeguarding or willingness to work towards	E	✓	
Experience:			
General knowledge and understanding of the School curriculum	D	✓	✓
General IT skills, with standard keyboard skills, and an advanced knowledge of MS Office and Excel	E	✓	✓
Use of School systems (such as Class Charts, SIMS and CPOMS)	D	✓	
Experience of writing detailed reports	D	✓	✓
Evidenced data analysis and analytical skills	D	✓	✓
Experience of working in an educational setting with small groups of students, experience of designing and delivering interventions/ learning programmes	D	✓	✓
Knowledge, Skills and Abilities:			
Ability to present solutions	E	✓	✓
Excellent communications skills, both verbal and written, including the effective communication skills with stakeholders of all levels from students, parents/carers, through to the Senior Leadership Team	E	✓	✓
Ability to organise and prioritise workload to meet deadlines	E	✓	✓
Able to maintain confidentiality and use discretion at all times	E	✓	✓
Enthusiastic and committed to meeting the needs of students	E	✓	✓
Further Requirements:			
Work effectively as part of the School Team while also having the ability to work independently	E	✓	✓
Ability to identify and engage in training/CPD opportunities for role requirements	D	✓	✓
VALUES-BASED BEHAVIOURS:			
Compassion:			
Recognising need in others and acting with positive intention to promote wellbeing and improve outcomes	E		✓

Aspiration:			
Working to high expectations, modelling the delivery of high quality outcomes	E		✓
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		✓
Integrity:			
Acting always in the interests of children and young people	E		✓
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		✓
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		✓
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skillfully influence and engage others	E		✓