



JOB DESCRIPTION

Job Title: Behaviour Support Manager (to include acting as a designated deputy safeguarding lead)

Grade: Grade F: PT 21 – PT 23

Job Location: Hope Wood Academy

Responsible to: Deputy Head of Academy

Purpose of Job:

- To have and apply detailed skills and knowledge to ensure a consistent and effective approach to behaviour management across the academy
- To implement and monitor behaviour management strategies
- To develop and deliver a range of preventative approaches to behaviour management
- To support all staff in addressing the behavioural, emotional and social needs of all pupils, but especially those pupils who need particular help to overcome barriers to learning
- To establish and maintain productive working relationships with pupils, acting as a role model and mentor
- To adopt a multi-agency approach to supporting pupils and their families with behavioural, emotional and social needs
- To monitor and analyse behaviour patterns across the academy
- To meet the educational and social needs of a range of students, across a range of special needs including ASD, complex learning needs and challenging behaviour
- To analyse behaviour trends across the academy and lead on appropriate actions to address those trends on an individual or small group basis.
- To act as one of the academy's deputy designated safeguarding leads

Principal Responsibilities

- Providing support for pupils, teachers and the whole academy as outlined below.

Main Duties

Support for the Teacher

- Providing specialist advice, guidance and support to all staff relating to behaviour management
- To coach staff to implement a consistent approach to behaviour management

- To be a visible presence across the academy, modelling expected behavioural routines and effective behaviour management techniques
- Providing in class coaching support for teachers in relation to behaviour
- Providing support to staff to write behaviour plans to ensure a consistent, yet individualised approach
- Providing support to staff to feel confident in referring any safeguarding concerns
- Work proactively with the staff team to promote responsibility of all in relation to safeguarding
- To work closely with form tutors and the academy's SENCO to identify pupils within each class who require specialist behavioural intervention
- To provide specialist advice to staff in relation to setting behaviour targets and monitoring the use and effectiveness of individual behaviour plans
- To work with staff to implement a programme of rewards for positive behaviour choices
- To work with staff to ensure all behaviours are appropriately communicated and discussed with parents, working as part of a team approach for the pupil
- Provide objective and accurate feedback and reports as required on pupil behaviour, ensuring the availability of appropriate evidence

Support for the Pupil

- Using specialist knowledge and skills to support positive pupil behaviour choices
- To develop and implement an intervention programme of activities to address behavioural, social and emotional needs of individuals and small groups
- Working with pupils to identify, set and monitor behavioural targets
- Establish productive and effective working relationships with pupils, acting as a role model and setting high expectations for behaviour
- Working with individuals and groups to support learning activities and develop behaviour for learning
- Provide feedback to pupils in relation to behaviour, both positive and negative
- Delivering therapeutic interventions under the direction of a multi-disciplinary team
- Providing appropriate support and response in relation to safeguarding disclosures from pupils
- To engage pupils in providing peer mentor support in making effective behavioural choices
- Contributing to the preparation of individual pupil risk assessments, positive handling plans and individual behaviour plans
- Applying considerable knowledge and understanding of the curriculum, age range, or SEN as determined by the SEN Code of Practice or the particular needs of the academy pupils

Support for the Academy

- To deliver staff training and coaching in relation to behaviour management
- To engage in the academy's SEN team providing behaviour updates, feedback and analysis data on a weekly basis
- To attend and liaise with multi-disciplinary colleagues and attend meetings
- To manage a case load of identified pupils who require behaviour, emotional and social intervention
- To identify and introduce new and innovative approaches to positive behaviour
- To follow policy and procedures for following up a safeguarding concern using appropriate channels of communication to outside agencies

- To actively promote the use of CPOMS across the academy, supporting staff with using the programme
- To work and network as part of the wider Ascent Trust team of Behaviour Support Managers
- Liaising and meeting with parents regularly regarding behavioural issues for identified students
- Contributing to the whole academy's Self Evaluation process.
- Consistently implementing the academy's behaviour management system

General Requirements

- Attending and participating in training and development activities as required
- Engaging actively in appraisal and Professional Development
- Assisting teaching staff or senior colleagues in escorting pupils home as and when required, as directed by the teaching staff
- Attending meetings, liaising and communicating with colleagues in the academy, outside agencies and other relevant bodies
- Being an effective role model for the standards of behaviour expected of pupils
- Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the academy
- Undertake additional duties and responsibilities commensurate to the role, as directed by the Head Teacher and senior staff

Professional Values and Practices

- Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
- Treating pupils consistently with respect and consideration, and being concerned with their development as learners.
- In line with the academy's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.
- Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.
- Reflecting upon and seeking to improve personal practice.
- Working within academy policies and procedures and being aware of legislation relevant to personal role and responsibility in the academy.
- Recognising equal opportunities issues as they arise in the academy and responding effectively, following academy policies and procedures.
- Building and maintaining successful relationships with pupils, parents/carers and staff.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the academy. The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of Academy records and information. The post holder must carry out their duties with full regard to the Academy's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other Academy Policies. The post holder must comply with the Academy Health and Safety rules and regulations and with Health and Safety legislation.

Author: Adele Pearson
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