

Job Description

Post Title

Behaviour Lead

Salary Grade

MPS/UPS per annum depending on relevant teaching experience, plus SEN allowance, TLR 2a (Permanent).

Responsible to: Headteacher, Assistant Headteacher

Responsible for: To be allocated

Main Purpose:

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time:

- To lead behaviour support and the Thrive Approach within Gilbert Ward Academy
- To coach and mentor colleagues to ensure staff are best equipped to prevent behaviours from occurring and/or effectively deescalate
- To monitor and review behaviour data and to take action to address any identified trends
- To lead on the assessment and analysis of behaviour that can challenge, where more targeted work is required
- To work with others to ensure that behaviour support plans are developed, implemented and reviewed
- To lead on staff debriefs to reduce the likelihood of future behaviour incidents
- To deliver behaviour support training to staff (inc. Team Teach)
- To actively participate in whole school self-evaluation and school improvement planning
- To be responsible for promoting and safeguarding the welfare of pupils

General Responsibilities:

To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.

Leadership Responsibilities:

- 1 To be a proactive member of the leadership team with a 'can do' and solutions based attitude
- 2 To be a member of the Middle Leadership Team (MLT)
- 3 To support the Senior Leadership Team in the leadership of the school, helping others to understand the schools direction and their role in achieving this
- 4 To contribute positively the vision and ethos of the school
- 5 To take an active role in supporting the implementation of the school development plan in conjunction with the Senior Leadership Team (SLT) and governors
- 6 To be an effective role model and mentor in terms of behavior support
- 7 To encourage and promote collaboration between staff within your area of responsibility
- 8 To lead on the implementation of the Thrive Approach
- 9 To lead on the training and implementation of Team Teach
- 10 Work with and support the SLT in monitoring and reviewing of your area of responsibility, in terms of behavior support and implementation and impact related to the Thrive Approach
- 11 Work with and support SLT in ensuring that pupils have personalised SMART learning goals that will reduce the likelihood of behaviours that can challenge
- 12 Monitor progress and improvements within your area of responsibility, and take action to address any identified shortfalls
- 13 To ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
- 14 Take a lead in securing and embedding the support systems present in the school, within your area of responsibility

- 15 To lead regular meetings with staff within your allocated area of responsibility
- 16 Support the transition of pupils to and from Gilbert Ward Academy where their behaviour is identified as a barrier to learning
- 17 To provide reports to parents, pupils, SLT and Governors with regards to your area of responsibility
- 18 To keep up-to-date with evidence and research based practice within your area of responsibility, and student cohort
- 19 To lead and chair annual reviews for pupils with specific behaviour challenges, where this is required of you
- 20 To be the Designated Teacher, where this is required of you
- 21 To assist with school operational management (e.g. staff deployment, return to work meetings, monitoring staff sickness within your area of responsibility)

Other Specific Duties

- To play a full part in the life of the school community and support the aims and ethos of the school by adhering to the school vision
- Set a good example in terms of dress, punctuality and attendance
- Uphold the schools' behaviour policy and code of dress for pupils
- To take responsibility for own professional development and to positively engage with development opportunities offered by the school and Trust
- To take responsibility for own wellbeing by positively engaging with support, advice and guidance from the school and Trusts leadership team
- To engage actively in the performance review process
- Undertake any other duty as specified by STPCD not mentioned above
- To take responsibility for asking for clarification, support and guidance when needed
- Comply with any reasonable request from a manager to undertake work of a similar level not specified in this job description
- Be courteous to colleagues and provide a welcoming environment to visitors
- To hold people in high regard and to speak positively to and about people at all times
- To approach challenges with a solution based and 'can do' attitude
- Whilst every effort has been made to explain the main duties for this post work each individual task may not have been identified

General

The post-holder will be expected to undertake any appropriate training provided by PROSPER to assist them in carrying out any of the above duties.

The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.

The school will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the Headteacher to reflect or anticipate changes in school priorities or the job commensurate with the job grade and title.

May 2023

PERSON SPECIFICATION – BEHAVIOUR LEAD

Method of Candidate Assessment:

A = Application

I = Interview

L=Lesson observation

R = Reference

Essential	Desirable	Assessment
Skills, knowledge and aptitudes		
Excellent classroom practitioner	Understands the framework for inspection of schools	A/I/L/R
Able to motivate and lead a group of staff		A/I/R
Able to contribute to leading and developing whole school initiatives		A/I/R
Sound understanding of effective behaviour support strategies and approaches		A/I/R
Commitment to raising the academic and personal achievement of pupils		A/I/R
Able to handle situations fairly and sensitively in line with school policies and procedures.		I/R
Able to form and maintain strong relationships with colleagues, stakeholders, and other agencies		I/R
Ability to work under pressure and meet deadlines.		I/R
Qualifications and training		
DfE recognised teaching qualification and QTS	Primary curriculum stage trained	DfE check A/I/R
	Further professional development in behaviour support	
Experience		
Experience of developing and implementing behaviour support processes and procedures within a special school setting	Experience of working with Autistic pupils and the impact this condition has on education	A/I/R
Experience of coaching and mentoring colleagues in behaviour support		A/I/R
Experience of delivering behaviour training to staff in a special school	Experience as a Team Teach trainer (or other similar programme)	A/I/R
Experience of developing and implementing effective behaviour support plans		A/I/R

Experience of chairing debriefs with staff and students		A/I/R
Can identify the training needs of staff and take action to address the training need		A/I/R
Has monitored the quality of behaviour support		A/I/R
Personal qualities		
Solutions focused and a 'can do' attitude when faced with challenge		I/R
Always holds others in high regard		I/R
Ability to prioritise own well-being and therefore maintain emotional availability to support others		I/R
Self-aware and able to identify and ask for help and support when needed		I/R
Flexibility and positive attitude to change		I/R
Calm, confident, and professional manner		I/R
High expectations of pupil achievement		I/R
Special requirements		
Excellent timekeeping and attendance		R
Cleared to work with children		I/R DBS Clearance
Open to take part in out-of-school activities		I/R
Eagerness to positively respond to professional development opportunities offered by the school		I/R

May 2023