

Information About the Post

Fallibroome's Behaviour Room supports students whose behaviour in school has fallen below our expectations. The school has a robust Behaviour Policy which promotes positive behaviour through supportive collaboration between staff, students, parents and carers.

This support is often provided in liaison with our Inclusion staff, whose main objective is to support students who find school challenging; and create effective intervention programmes around individual social, physical, emotional and educational needs.

The Pastoral Office also offers support to students during the school day and provides administrative support to the Behaviour, Attendance and Inclusion teams.

This post is a key role in our leadership structure. The person appointed to this post must subscribe to the ethos of our school and proactively support our approach to managing the behaviour of our students. We are looking to appoint a candidate who can:

- manage our Behaviour Room on a day-to-day basis
- build positive relationships with students based on clear expectations, fairness and mutual respect
- develop interventions that bring about improvements in students' behaviour.

As well as the technical and practical skills required to carry out the work outlined in the job description, he/she must have flexibility, the ability to work well under pressure and under their own initiative. A commitment to high standards in personal work are essential for this position. The appointee must also be a good team worker able to relate to a wide variety of people in a complex organisation and will often need to respond promptly to teachers working under pressure of time.

The successful applicant must be able to demonstrate a good record of attendance and punctuality in their previous employment and be of smart personal appearance.

THE FALLIBROOME ACADEMY – JOB DESCRIPTION

Job Title:	Behaviour Manager	Grade: NJC Grade 7 SCP 18-23
Responsible To:	Assistant Principal	

JOB PURPOSE:

The Behaviour Manager is responsible for the effective management of the Behaviour Room - supporting students whose behaviour in lessons and in school has fallen below expectations. They will work directly with pupils providing one to one or group support to those who demonstrate difficulties managing their behaviour and/or attending school. This will include planned sessions as well as responding to situations that arise. The Behaviour Manager will be responsible for ensuring high quality support and liaison with parents and carers. They will also line manage the Behaviour Supervisor.

MAIN RESPONSIBILITIES

1)	To work directly with students displaying challenging behaviour in a variety of settings including one to one, small group and in-class support. This will include planned provision as well as situations arising on a day to day basis.
2)	To manage the Behaviour Room providing an authoritative presence whilst ensuring that a calm, hardworking environment is created and maintained in the student isolation areas. Ensuring that the Room runs smoothly and is administered efficiently. Building positive relationships with students that are built on mutual respect.
3)	To use the resources available in school to ensure students who present with challenging behaviour can access appropriate teaching and support.
4)	To develop and lead a range of behaviour strategies and support systems for students with behavioural issues. This will extend beyond the Behaviour Room and include collaboration with colleagues from across the school.
5)	To implement the effective and consistent use of the school's Behaviour Policy to promote positive student behaviour.
6)	To lead the communication processes with students, parents/carers and teachers following behaviour incidents. Managing the school's systems for communicating key information to parents and contacting parents promptly in response to behaviour incidents. Dealing with parent queries.
7)	Anticipating situations that might lead to conflict and taking the lead in these discussions.
8)	Supporting reintegration processes following student exclusions (alongside senior school leaders for more serious incidents).
9)	Leading restorative meetings between students and their teachers as appropriate.
10)	Liaising with the Inclusion Manager and Pastoral Assistants to manage and support students who access both the Behaviour Room and the

	Inclusion Room.
11)	To support multi-agency meetings with students and their parents/carers.
12)	To support the Heads of Year in the compilation of information for external agencies.
13)	To give support to the Inclusion Room and Pastoral teams as needed to meet peaks of demand.
14)	To identify and respond to the training and development needs of staff in their management of pupils with challenging behaviour and help to build consistent practice across school through training or other means.
15)	To ensure that information relating to the students supported by the Pastoral Office is maintained accurately and is kept up to date. To manage the data gathered in this area to provide regular updates and reports to the Assistant Principal and Deputy Head teacher.
16)	To undertake personal professional development and respond to the changing needs of the job.
17)	Ensure that all activities undertaken are done so safely and to report any unsafe practices or conditions identified as soon as possible to a senior manager.
18)	Actively safeguard and promote the welfare of children at all times.
19)	Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the main responsibilities of the job.

BEHAVIOUR MANAGER

PERSON SPECIFICATION

QUALIFICATIONS	ESSENTIAL	DESIRABLE
Educated to Degree level or equivalent		√
Educated to at least GCSE 'A' Level or equivalent	√	
GCSE in Mathematics & English	√	
A First Aid Qualification		√
EXPERIENCE		
Experience of working with young people	√	
Experience of working in an educational establishment	√	
Experience of supervising/supporting small groups		√
Experience of working with external agencies/professionals		√
Experience of working with challenging behaviour	√	
Experience of working with and supporting children and their families and/or foster parents		
Experience of implementing support programmes with individuals or groups		√
Understanding of the KS3 and KS4 curriculum		√
KNOWLEDGE AND SKILLS		
Ability to build and form good relations with colleagues, students and parents/carers	√	
Outstanding communication skills, both verbal and written	√	
Ability to work constructively as part of a team but also individually with minimal supervision	√	
Excellent literacy and numeracy skills	√	
Ability to use ICT packages and equipment effectively	√	
Working knowledge of behaviour management strategies	√	
Ability to deliver relevant learning activities	√	
Working knowledge of relevant educational policies, procedures and current legislation pertaining to schools		√
PERSONAL QUALITIES		
Ability to deal confidentially and appropriately with situations	√	
Initiative and ability to prioritise workload even when under pressure	√	
Ability and a commitment to work flexibly and to respond to unplanned situations	√	
Efficient and meticulous in organisation	√	
A desire to enhance and develop skills and knowledge through CPD	√	
Evidence of exemplary attendance and punctuality	√	
Commitment to the highest standards of child protection	√	
Recognition of the importance of personal responsibility for Health and Safety	√	