

## Forest Hill School

### JOB DESCRIPTION

<b>Post title:</b>	<b>School Behaviour Manager</b>
<b>Salary/Grade:</b>	<b>PO1 (points 34 – 36) Subject to Single Status Evaluation</b>
<b>Working Time:</b>	<b>Term-time (39 weeks per year), 35 hours per week</b>
<b>Reporting to:</b>	<b>Deputy Head – Behaviour &amp; Inclusion</b>

#### **Main Objective of the Role**

- To assist the Headteacher in the overall management and development of the school.
- Under the reasonable direction of the Deputy Head – Behaviour & Inclusion, carry out the professional duties of a school Behaviour Manager as set out below.
- To work with SLT, Heads of House and Faculty Leaders to oversee and implement the school's behaviour and relationships policy and to promote the school's core values.
- To support the Deputy Headteacher Behaviour & Inclusion in the development of behaviour management across the school.
- To support all staff in order to ensure high standards of behaviour around the school at all times, so that the best possible standards of teaching and learning are achieved.

**Reporting to** Deputy Headteacher Behaviour & Inclusion

#### **Liaising with**

SLT, Faculty Leaders, Heads of House, Inclusion Manager, Teachers, Tutors, Mentors, SENCO, relevant support staff, LEA representatives, external agencies and parents

#### **Main roles & Responsibilities**

- To be responsible with the SLT, Faculty Leaders and the Heads of House for ensuring good behaviour around the school site, leading incident management and tackling behaviour issues in a pro-active and timely manner.
- To support and guide staff in terms of behaviour management, providing detailed assistance / INSET for teachers including in-class intervention.
- To organise and oversee the implementation of appropriate plans for pupils with challenging behaviour so that targeted intervention is effectively and efficiently applied where it is most needed.
- To oversee and manage the day to day operation of the reflection room/referral/on call facilities within the school.
- To organise the way in which the school draws on behaviour support from a range of outside agencies so that the school makes full use of advice and assistance to support its most vulnerable pupils.
- To take a leading role in the use of & recording of behaviour data- using school systems such as hand in/ SIMS to ensure that incidents and behaviour events are logged in a timely and effective manner.
- Manage and oversee the whole school behaviour points system putting in place effective and timely interventions for students reaching set threshold.
- Oversee and implement school behaviour management plans/Pastoral Support Plans for pupils with challenging behaviour

#### **Specific Responsibilities**

- ensure that good behaviour management underpins all teaching and learning throughout the school day
- organise and deliver ongoing and comprehensive training and support programme for supporting all staff in the school and establishing common strategies for behaviour management
- work with the SLT, Heads of House & Faculty Leaders, to tackle major incidents of poor behaviour and to put in place appropriate sanctions and strategies for improvement

- liaise with SLT & Heads of House to ensure that the range of in-school pupil services such as School Detention, the Reflection Room operate effectively to manage and improve behaviour
- ensure that intervention strategies are drawn up for all pupils with challenging behaviour and that these plans are effectively implemented
- play a leading role in the return from exclusion process, leading readmission meetings and working with the Inclusion Manager, SENCO & Heads of House to ensure a smooth reintegration to school
- Work with Heads of House in the production of Pastoral Support Plans to establish and agree strategies for pupils at risk of exclusion, working with the Inclusion Manager, SENCO and the Learning Mentors
- assist the staff in devising effective reintegration packages to assist the transition of pupils placed in the Reflection room back into mainstream school
- be the link member of staff for outside agencies that support pupils with challenging behaviour, assisting their development locally and ensuring that their work within school is targeted at the pupils in greatest need of support
- organise systems for behaviour improvement in the unstructured time of the school day by arranging activities, organising supervisors etc, so as to ensure that pupils feel safe and that an orderly environment is maintained throughout the school day when arriving and leaving
- organise pupil led activities for improving behaviour e.g. buddy schemes, anti-bullying campaigns, school council debates, prefect arrangements etc, so as to empower young people in the school to exercise good influences on their peers
- organise parent and community activities which will support positive behaviour e.g. parenting classes, community forums, links with local police etc, so that shared approaches are developed with other members of its community
- work with the Faculty Leaders to develop and sustain elements of the school curriculum which will promote behaviour improvement through whole school strategies for developing Social, Emotional and Behavioural Skill (SEBS) including a teaching programme and focus groups work for selected pupils, so that all pupils have the appropriate skills with which to exercise their responsibility towards others and by behaving well at all times
- remain up to date with current practice in effective behaviour and attendance management, working closely with the National Strategy Group on the Behaviour and Attendance Strand
- undertake other tasks as reasonably required by the Headteacher

The post holder may be required to perform any other reasonable tasks as directed by the Headteacher, commensurate with the level of the post.

## **EQUALITIES**

Ensure implementation and promotion in employment and service delivery of the Federation's equal opportunities policies and statutory responsibilities.

## **CONDITIONS OF EMPLOYMENT**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the Federation's ethos and its objectives, policies and procedures as agreed by the governing body.

S/he shall be subject to all relevant statutory and institutional requirements.

## PERSON SPECIFICATION

### BEHAVIOUR MANAGER

The following are **essential** requirements of the job and need to be addressed in your application. These criteria will be used during the selection process.

#### Qualifications and Experience

- Experience of working with children / young people.
- Experience of working with disadvantaged young people.
- Experience of working in a school or similar establishment.
- Experience of working with external agencies and other professionals.
- Experience of managing a team
- Experience of delivering training.

#### Knowledge and Skills

- Ability to build and form good relationships with students, colleagues and parents / carers.
- Ability to motivate and inspire students and staff.
- Ability to work constructively as part of a team, understanding school roles and responsibilities including own.
- The ability to make professional judgements.
- The ability to respond to crisis.
- The ability to apply and maintain firm & consistent boundaries with pupils.
- Good understanding of how to support staff and students and get the best from them.
- Knowledge and understanding of how students learn and barriers to learning.
- Knowledge of Equal Opportunities and approaches to inclusion.
- Knowledge & understanding of Child Protection and Safeguarding procedures.
- Verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents / carers and other professionals.
- Good standard of numeracy and literacy skills.
- Ability to proficiently use office computer including word-processing, spreadsheet, database and internet systems.
- Ability to absorb and understand a wide range of information.
- Ability to maintain accurate records and filing systems.
- Ability to deal with confidential data / issues appropriately.
- Proven experience to de-escalate volatile situations
- The ability to deal effectively with volatile visitors to the school and deal with them in a firm, calm and effective manner

#### Personal Qualities

- Initiative and ability to prioritise one's own work.
- Able to follow direction and work in collaboration with line manager and colleagues.
- Able to work flexibly to meet deadlines and respond to unplanned situations.
- Flexibility in one's approach and an ability to think and respond creatively to challenging situations.
- Efficient and meticulous in organisation.
- Desire to enhance and develop skills and knowledge through CPD.
- Commitment to the highest standards of child protection.
- Recognition of the importance of personal responsibility for Health & Safety.
- Commitment to the school's ethos, aims and its whole community.
- The ability to establish positive and professional relationships with staff, parents & governors
- Self – assertiveness
- The ability to be trustworthy and discreet