



Job Description

JOB TITLE	Behaviour and Pastoral Manager
JOB FAMILY	Pastoral
PHASE	Secondary
REPORTING TO	Assistant Principal in charge of Personal Development
RESPONSIBLE FOR	Behaviour Support Team, Learning Mentors

Job Purpose

- To promote high expectations for all students and lead on the provision of appropriate support and intervention strategies to ensure that students' educational, social and emotional development needs are met.
- To be a lead figure in ensuring that the Behaviour policy and associated system(s) is thoroughly known and exercised in relation to all staff and support from parents.
- To reduce levels of absence from lessons and poor behaviour amongst key groups (including disadvantaged, SEND and vulnerable students) and to work with identified students and their families to increase levels of engagement and ensure that the school's core values are embodied by students consistently.
- To coordinate the daily running of the internal exclusion room, school detentions/sanctions.
- To provide a physical presence on corridors during the school day and report on pupils out of class.
- To work directly with school leaders to monitor and improve student engagement and involvement in lessons.
- To liaise with parents/carers on behavioural issues.
- To provide behavioural training to staff and pupil information through CPD.
- To track behaviours and provide data for SLT and Governors.

Support the Senior Team to

- Ensure that the academy is a calm, predictable and respectful learning environment and that all students, and staff, feel safe.
- Ensure students are able to learn in a secure and supportive environment and that they treat one another with courtesy and respect during lessons and when moving around the school and at breaktimes.



Duties and Responsibilities

Take full accountability for the management of the Behaviour and Pastoral Team which will comprise of:

- o Behaviour and Pastoral Team
 - o Pastoral Support Team
 - o Behaviour Learning Mentors
- Embed the school's Behaviour policy and use of associated system(s) through knowing them inside out, training and developing staff, and holding them to account for implementation.
- Develop an ethos of high expectations of staff with regards to their knowledge of students' medical needs, behaviour needs, SEND needs, well-being needs and emotional support, and ensure that provision plans, EHC plans, and pastoral support plans are of a high quality and implemented in practice.
- Ensure that the holistic picture of each child is known, including safeguarding needs, so that work with parents feels 'joined up' and the right decisions are made in terms of additional interventions and/or sanctions.
- Run the school's sanctions process so that detentions/restoratives/community service are used to restore standards of behaviour.
- Ensure that the Behaviour and administrative team are efficient and effective in investigating poor behaviour and able to act on their own initiative to implement sanctions which are within their remit, and carry out work of a necessary standard to assist the senior leaders, where matters need to be escalated.
- Liaise with the senior leader for Child on Child Abuse strategy to ensure that children 'at risk of harm' are known and the behaviour and pastoral team exercises its duty of care at all times.
- Make a strong contribution to regular 'team around a child' meetings, ensuring a strategic response to removing barriers to learning and supporting wellbeing, cascading information to the wider behaviour and pastoral team and monitoring that they act on it.
- Ensure effective communication with parents, creating and maintaining positive relationships and resolving complaints before they escalate.

Staff Support and Challenge

- Direct, monitor and support the work of staff you line manage.
- Take responsibility for the delivery of training for behaviour as appropriate.
- Remain positive at all times and lead staff by example.

Learning Community

- Represent the Academy at appropriate Care and support meetings.
- Take a leadership role in appropriate community partnerships/agencies– related to behaviour and well-being.



Standards and quality assurance

- Support the aims and ethos of the Academy.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in school events.
- Uphold the school's behaviour code of conduct and uniform regulations.
- Participate in staff training.
- Attend team and staff meetings.

Develop links with governors, Local Authorities and partner schools and Academies including the Thinking Schools Academy Trust.

Maintenance of Professional Standards

- Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the Academy and the Team for which you are responsible.
- Ensure the highest standards of professional conduct and confidentiality at all times

Other Areas of Responsibility

- Supporting all students to display the expectations set by the Academy through 'Making Excellence a Habit' ethos and values.
- Develop our students' ability to demonstrate their strength of character; to grow and develop as ambitious and aspirational young people ready for the next stage of their education or employment.
- Promote students' pride in themselves as members of our school community. To celebrate the success of our young people and to ensure they demonstrate high standards in personal conduct.
- Support our students to demonstrate unity by showing respect for where they learn and who they learn with.
- Support, where needed, the successful Transition of students between year groups and Key Stages.
- Be first aid trained to be able to administer first aid when required in line with our Medical and Medicines in School Policies.

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".



- You will be based at Maritime Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and service delivery.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.



Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a Behaviour and Pastoral Manager.

Name:.....

Signed:

Date: