

Job Description

Role: Behaviour Lead

Reports to: Assistant Principal

Location: Snowfields Academy

Key Responsibilities

- To reduce behaviour as a barrier to learning, by problem solving, sharing strategies, monitoring functions and triggers to reduce student stress and anxiety.
- To reduce risk and restraint, following up to date guidance from the D for E.
- Work closely with class teams to increase knowledge of diagnosis and understanding of students abilities to ensure support for students of varying needs, including mental health and wellbeing.
- Work with key students to model excellent practice to class teams.
- Work closely with families through home visits, coffee mornings and being part of the IPN team to support at school, home and in the community
- Feedback to staff regarding Serious Incidents in a timely way, and debrief class teams after key incidents
- Monitor in-class recording and discuss action plans for teams following review with class leads
- Monitor and develop Behaviour Support Plans and Behaviour for Learning Plans with class leads and RAG Rated Risk Assessments as required
- Analyse behaviour on a daily/weekly/termly basis to inform termly behaviour report which will be shared with SLT
- Work closely with the Phase Leadership Team and contribute to pupil progress meetings ensuring appropriate interventions are in place for pupils who require support with behaviour for learning.
- Conduct regular learning walks to monitor provision, ensuring whole school core strategies are fully embedded.
- Lead and attend IPN meetings
- Deliver training to staff, families and across the Trust
- Organisation of SMILE room and sensory circuit as applicable
- Liaise termly with the Academy OT to enhance provision for pupils with sensory processing difficulties.

Knowledge Required

- Understanding of and ability to contribute to the Academy Performance Agreement
- Understanding of the Autism Diagnosis and what it means for our students
- Knowledge of TEACCH strategies
- Experience in writing and working from Behaviour for Learning and Behaviour Support Plans
- Thorough understanding of writing and implementing risk assessments
- Experience of using data analysis to develop phase/whole school strategies

- Good understanding of Milestone Academy's recording and reporting systems
- Up to date knowledge and understanding of current educational practice and pedagogy
- Sound understanding of the ethos and values that underpin our Vision Statement
- Understanding of the legal framework regarding suspensions, exclusions and restraint.
- Qualified Teacher Status (QTS)

Professional Development

- To take responsibility for personal professional development and demonstrate recent and future commitment to this
- To take part, as appropriate, in the academy's professional development programme
- To engage actively in the Performance Management Review process
- To evaluate own personal performance through self-evaluation and learn from the effective practice of others and from evidence
- To undertake research related to the role including relevant DfE guidance
- To undertake SCERTS and Team Teach training as appropriate

Professional Values and Practice

- To support the academy's responsibility to provide and monitor opportunities for the personal and academic growth of students
- To provide a role model through their personal and professional conduct
- To work as a member of designated teams and contribute positively to effective working relationships and communication within the academy
- To be proficient in the application of literacy, numeracy and IT
- To safeguard the health and safety of all students both on the academy premises and when engaged in authorised academy activities elsewhere
- To contribute to the effective running of the academy
- The ability to make informed decisions under pressure

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document \(Department of Education\)](#).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.