



JOB DESCRIPTION

Job title:	Behaviour & Education Support	
Post number:	RL1	
Grade:	NJC Scale 6	
Contract	Permanent	
Hours:	36 hours per week, term-time plus 5 INSET days	
Responsible to:	Assistant Head Teacher	
Job purpose:	To execute SLT's vision for the expectations and approach to positively managing behaviour and refocusing the students on their learning, working to create a calm and inclusive atmosphere. Through collaboration with your team, you will support classroom based and intervention staff and will be working alongside students, encouraging them to manage their emotional, social and behavioural needs positively and proactively within the policies of the academy.	
Key internal contacts:	SLT Refocus team Pastoral team	Admin team Students Teachers
Key external contacts:	Parents/Carers Outside Providers	
Special consideration:	Hold a clear Enhanced DBS check	

Duties and responsibilities

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.

Specific duties:

General

- To drive forward on the implementation of the school behaviour policy.
- To provide strategies to develop staff to ensure that a consistent approach across the school is applied.
- To provide training for refocus staff to include an analysis of behaviour trends.
- To work collaboratively with teachers to ensure that behaviour for learning becomes a whole school approach and is sustainable.
- To liaise with parents to improve student behaviour.
- To ensure regular communication with SLT so that their ethos for positive behaviour management and an inclusive culture is sustained.
- Undertake all duties, as expected as a member of the refocus team.

Support for the department

- Meet regularly with the Behaviour Lead to attend departmental meetings.
- Support the Behaviour Lead with any assigned tasks.
- Undertake administrative duties including ordering resources and maintaining stock records when requested to do so.
- Complete administrative tasks as required to do so.

Communication

- Attend meetings as deemed appropriate by Behaviour Lead.
- Where applicable, hold meetings with parents.
- Participate in regular supervision and appraisal as required by line manager.
- Identify own learning needs and to attend training in order to develop professional knowledge and skills as directed by line manager through supervision.
- Attend Trust/academy events and contribute to daily briefings, team meetings and training.
- Liaise and network with other professionals, parents and carers both informally and formally.

Trust

- Promote the Trust's core themes of working with vulnerable young people and helping them to flourish.
- Promote the safeguarding and welfare of children and young people; complying with the Trust's policies and procedures (e.g. equal opportunities and health and safety).
- Ensure high standards of behaviour and dress are maintained.

Additional duties

You may be required to carry out additional duties, as the Head Teacher may reasonably request, which are commensurate with the post.

Review:

This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the College in relation to the post-holder's professional responsibilities and duties.

I confirm that I understand and agree the duties of this job description.

Signature:

Print name:

Date:

Manager's signature:

Print name:

Date:

PERSON SPECIFICATION

Refocus Lead

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Qualifications and Experience	Assessment Method
Essential: <ul style="list-style-type: none"> • Good standard of general education with at least GCSE grade C/4 or above in English and Maths or equivalent. • Experience of working with secondary aged students with behavioural difficulties and learning needs on a one-to-one basis or in small groups. 	Application form Certificates Interview
Skills and Abilities	
Essential: <ul style="list-style-type: none"> • Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations. • Have a creative approach to problem solving and use this to inspire and motivate students. • Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing. • The ability to record and assess pupils' progress and performance and write reports on student development 	Application form Supporting statement Interview In-tray exercise
Knowledge	
Essential: <ul style="list-style-type: none"> • Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment • To have a strong working knowledge of IT e.g. Word, Outlook, Excel, PowerPoint and Zoom/Microsoft Teams. Desirable: <ul style="list-style-type: none"> • Knowledge of and the ability to support the delivery of a broad and balanced curriculum programme in order to develop literacy and numeracy. 	Application form Supporting statement Interview In-tray exercise
Special Conditions	
Essential: <ul style="list-style-type: none"> • Willing to undertake an Enhanced DBS check. Desirable: <ul style="list-style-type: none"> • Hold a current driving license and use of own transport. • To be a qualified first aider, or willing to attend training. 	Supporting statement