



STONE LODGE
SCHOOL

Stone Lodge School, Stone Lodge Road,
Stone, Kent, DA2 6FY

Job Description – Inclusion & Behaviour Support Manager

Role:	Inclusion & Behaviour Manager
Salary:	Grade 8: Point 24 - 29 £33,476pa to £38,243pa FTE, Actual Salary £29,310pa to £33,484pa
Responsible to:	Deputy Head Teacher
Responsible for:	Pastoral and Wellbeing Manager (Area specific)
Working Hours:	37hrs per week, 39 weeks per year (term-time plus 5 INSET days)

Overall Job Purpose

The Inclusion and Behaviour Support Manager role is designed to strengthen and enhance our pastoral provision. The successful candidate will be integral to the continued development of behaviour and inclusion practice across the school and will have the opportunity to help shape the role and influence future provision.

The Inclusion and Behaviour Support Manager will play a central role in promoting high standards of behaviour, inclusion and student engagement. Working closely with pastoral leaders and senior staff, the postholder will support the consistent implementation of the school's Behaviour Policy, oversee internal sanctions and alternative provision processes, and use data-informed approaches to implement effective interventions that lead to positive outcomes for students.

Main Duties and Responsibilities:

- To support the consistent implementation of the Behaviour policy in line with the school's ethos and values.
- To oversee the day-to-day operation of the school's internal suspension provision and reset room.
- To work collaboratively with teaching staff, pastoral teams and senior leaders to promote effective behaviour management practices.
- To contribute to the development and implementation of strategies to reduce behaviour incidents and improve student engagement.
- To ensure all practices comply with safeguarding, behaviour and school policies at all times.
- To monitor student behaviour, engagement, attendance and punctuality within the school's internal suspension provision and reset room.
- To escalate concerns to Heads of Year and Senior Leadership Team as appropriate.
- To provide targeted support to students with behavioural challenges, implementing agreed strategies and interventions.
- To contribute to the development and review of personalised behaviour or support plans for students with additional needs.
- To maintain accurate records of student interventions, progress and outcomes.
- To communicate effectively with parents/carers regarding behaviour, progress and concerns.
- To work closely with Heads of Year, pastoral team and curriculum leaders to ensure consistency of approach.



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- To extract, validate and manage behaviour, attendance and attainment data using Arbor and other systems (training provided where required).
- To analyse data to identify patterns, trends, and areas for intervention.
- Produce reports for Senior Leaders, Heads of Year and Governors to support strategic decision-making.
- To support intervention planning by providing clear, evidence-based insights.
- To maintain high standards of data accuracy, confidentiality, and compliance with GDPR and safeguarding requirements.
- To implement routine reporting processes with guidance from the line manager.
- To coordinate communication with external alternative provision providers.
- To communicate clearly with staff regarding provision arrangements, including students involved, locations, dates and times.
- Line management responsibilities for the allocated Pastoral and Wellbeing Manager for specific areas
- Regularly attend relevant training, development events and forums to keep up to date with role skills

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.



Person Specification

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
Knowledge • A basic understanding of the school curriculum and the needs of learners • Knowledge of the potential barriers to learning • Knowledge of behaviour management techniques and behaviour intervention strategies • Good understanding of child/young people's development and learning processes	• Understanding of classroom roles and responsibilities • Knowledge of child protection legislation and procedures • Knowledge of school procedures • Knowledge of support services available to signpost students and families • Working with external agencies to support children
Experience • Managing student behaviour in a school environment • Administrative experience • Previous line management or supervisory experience • Supporting students with barriers due to disadvantage • Experience of working with children and young people and their parents/carers • Experience of working with children and young people who have social / emotional difficulties • Microsoft Office and other systems or packages	• Experience of working alongside other educational professionals within the guidelines of school-wide policies and strategies • Experience of working with Arbor or a similar data management system • Experience with school communication platforms • Management training • Experience in recruitment and selection processes such as interviewing
Skills • Good listening skills • Strong interpersonal communication skills, including influencing skills • Strong verbal and written communication skills. • Good time management and self-organisation • Numeracy and literacy skills • ICT skills • Ability to maintain confidentiality and exercise discretion and judgement • Ability to adapt activities to suit the needs of the students • Ability to adapt communication appropriately for students, parents/carers and staff. • Problem solving skills • Ability to keep accurate records • Ability to work successfully as part of a team • Ability to work on own initiative	• Ability to analyse the reasons for behavioural problems of the students to ascertain the needs of the students and formulate an action plan



Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
Qualifications and experience • Level 3 qualification in Maths and English or equivalent experience • Relevant professional qualifications or experience which support the field of student behaviour or inclusion • Appropriate child protection training. • Recent experience of working within the field of inclusion or behaviour	• Appropriate First Aid training • Mental Health First Aid • Safeguarding Qualification
Other Requirements • Enhanced DBS clearance • Commitment to the school's policies and ethos • Commitment to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children, young people and their families • Flexible approach to working in a school or similar environment • Implementing behaviour management techniques where appropriate. • Emotional resilience in working with challenging behaviours and attitudes, using authority. • A secure understanding of safeguarding responsibilities and data protection requirements.	