



## STAR ACADEMIES

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### JOB DESCRIPTION

<b>Job Title:</b>	Behaviour Manager		
<b>Base:</b>	Highfield Leadership Academy		
<b>Reports to:</b>	Senior Leadership Team	<b>Scale:</b>	M1 (SCP 35-41)
<b>Staff Responsibility for:</b>	As assigned	<b>Salary:</b>	£31,401 to £37,107 (Pro-rata)
		<b>Term:</b>	Full Time Permanent Term Time + 2 weeks
<b>Additional:</b>	-		

### JOB PURPOSE SUMMARY:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

To contribute to a whole academy support system to respond to concerns and emergencies that may place pupils at risk or prevent them from fully engaging in their learning and making progress.

### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

#### 1. Key Responsibilities

- 1.1 Support the Senior Leadership Team (SLT) lead, ensuring all students access education.
- 1.2 Oversee the strategic development of the behaviour systems alongside the SLT lead.
- 1.3 Apply the Academy policies in relation to the safeguarding of pupils and contribute to the identification and support of pupils at risk.
- 1.4 Identify trends and patterns in pupil behaviours and work with other nominated leaders to identify those whose attitudes to learning prevent them and their peers from making progress.
- 1.5 Work in partnership with stakeholders to ensure safeguarding is robust and monitor GDPR compliancy.
- 1.6 Support the successful integration of students, alongside the Inclusion team, who have demonstrated challenging behaviours, or who have experienced social and emotional difficulties in other schools into the Academy.
- 1.7 Positively promote and ensure the consistent implementation of all Academy policies, including the monitoring and support of the conduct of pupils in unstructured and structured times and contribute to

the operation of a calm, orderly and safe and stimulating environment where all students are valued and encouraged to fully participate.

- 1.8 Support the SLT Lead in ensuring that all Behaviour for Learning and de-escalation training is up to date and relevant to the context of the academy.
- 1.9 Work proactively with parents/carers in a variety of ways in order for them to better support their child and, where required, manage strategies for involving parents in the daily life of the Academy.
- 1.10 Agree strategies in respect of identified concerns with individual pupils in consultation with relevant staff and acting as intermediary with the home, including facilitating home visits when attendance at the Academy is problematic or the pupil needs to be taken home as a result of illness or conduct.
- 1.11 Make and deal with referrals with an identified pupil or cohort and ensure that appropriate records are kept and maintained in order to support the child and their family.
- 1.12 Investigate reported incidents, ensuring effective recording and follow up and communication with all parties involved.
- 1.13 Liaise with appropriate support personnel in the Academy and external agencies to ensure the attendance and well-being needs of pupils are met including attendance at multi agency review panels and co-ordinate internal behaviour and attendance panels, as and when necessary. This will include contributing to and producing accurate reports and risk assessments within necessary timescales.
- 1.14 Support the transition of pupils at their various points throughout their time at the Academy.

## **2. Supporting Learning and Teaching**

- 1.1 Ensure support packages have a clear focus on learning, progress and the development of skills and competencies and engagement, in agreement with the senior team and Behaviour for Learning Lead.
- 1.2 Contribute to coaching, mentoring and sharing good practice, within the pastoral and inclusion team, throughout the academy.
- 1.3 Contribute to individual student records ensuring they have up-to-date details of the curriculum support, input and alternative intervention support that has been provided. Liaise regularly with the Progress Leader, Head of Years and wider pastoral team.
- 1.4 Support the academy's drive for excellent academic results by ensuring students needing intervention receive support, encouragement and guidance as appropriate and necessary to raise individual student achievement and aspirations.

## **3. Developing Self and Others**

- 2.1 Build capacity and nurture leadership capabilities within students.
- 2.2 Ensure all CPD and Safeguarding training is up to date and relevant.

## **4. Securing Accountability**

- 3.1 Support all safeguarding needs and ensure records are up to date and securely stored.
- 3.2 Provide data in line with whole school and individual student targets.
- 3.3 Analyse student data and contribute to planning appropriate interventions and monitor their impact.
- 3.4 Provide individual risk assessments when required.

## **5. Strengthening the Community**

- 4.1 Contribute to stakeholder engagement and communication with parents, carers and families across year groups.
- 4.2 Work effectively in partnership with all external agencies and the Trust.
- 4.3 Represent the academy at meetings.
- 4.4 Be a professional advocate for the academy in all contexts.

## **6. Other Responsibilities**

- 5.1 Comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- 5.2 Help organise, and attend, parents' evenings for designated year team and support the running of open evenings, induction days and events for students and parents.
- 5.3 Support the pastoral team and administrative staff to input pastoral information into end of year reports using information recorded in SIMS.
- 5.4 Organise multi agency meetings as required.
- 5.5 Support the delivery of enrichment activities and trips including accompanying and supervising of students as needed.
- 5.6 Ensure effective communication of all safeguarding information, training .
- 5.7 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 5.8 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 5.9 Contribute to the wider life of the Trust and the Star community.
- 5.10 Carry out any such duties as may be reasonably required by the Trust.

## **7. Records management**

All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



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### PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
<b>QUALIFICATIONS</b>				
1.	5 A*-Cs at GCSE including English and Maths.	E	✓	
2.	Evidence of Continuous Professional Development.	E	✓	
<b>EXPERIENCE</b>				
3.	Working with young people in an education setting.	E	✓	✓
4.	Providing pastoral support within an education setting.	E	✓	✓
5.	Working with parents/carers in a variety of ways in order for them to better support their child.	E	✓	✓
5.	Investigating reported incidents with effective recording, follow up and communication.	E	✓	✓
6.	Identifying trends and patterns in pupil behaviours and creating appropriate interventions.	E	✓	✓
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
7.	Ability to maintain positive relationships with students and other adults.	E	✓	✓
8.	Ability to speak in front of large groups of students and small groups of staff.	E	✓	✓
9.	Ability to work effectively and sensitively with a range of groups and individuals.	E	✓	✓
10.	Ability to prioritise, work quickly and accurately, particularly under pressure and to meet deadlines.	E	✓	✓
11.	Ability to work unsupervised, use own initiative and make appropriate decisions.	E	✓	✓
12.	Ability to address sensitive matters with a caring approach and appropriate confidentiality.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
13.	Strong verbal and written communication skills.	E	✓	✓
14.	Ability to converse in a number of additional community languages.	D	✓	✓
15.	Ability to use ICT confidently to communicate, review data and present information to others.	E	✓	✓
<b>PERSONAL QUALITIES</b>				
16.	Commitment to working flexibly before and after school hours as required to promote the welfare of learners.	E	✓	✓
17.	Highly organised, literate and articulate.	E	✓	✓
18.	A passionate belief in the school's mission statement.	E	✓	✓
19.	A strong belief in the value of education in developing citizens.	E	✓	✓
20.	Highest levels of professional and personal integrity.	E	✓	✓
21.	A strong commitment to the personal, spiritual, social and health development of young people.	E	✓	✓
22.	Personal resilience, persistence and perseverance.	E	✓	✓
23.	Willingness to participate in further training and development opportunities offered by the school and county, to further knowledge	E	✓	✓
24.	A strong belief in the value of education in developing citizens.	E	✓	✓
25.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
26.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
27.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
28.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
29.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
30.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
31.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓