

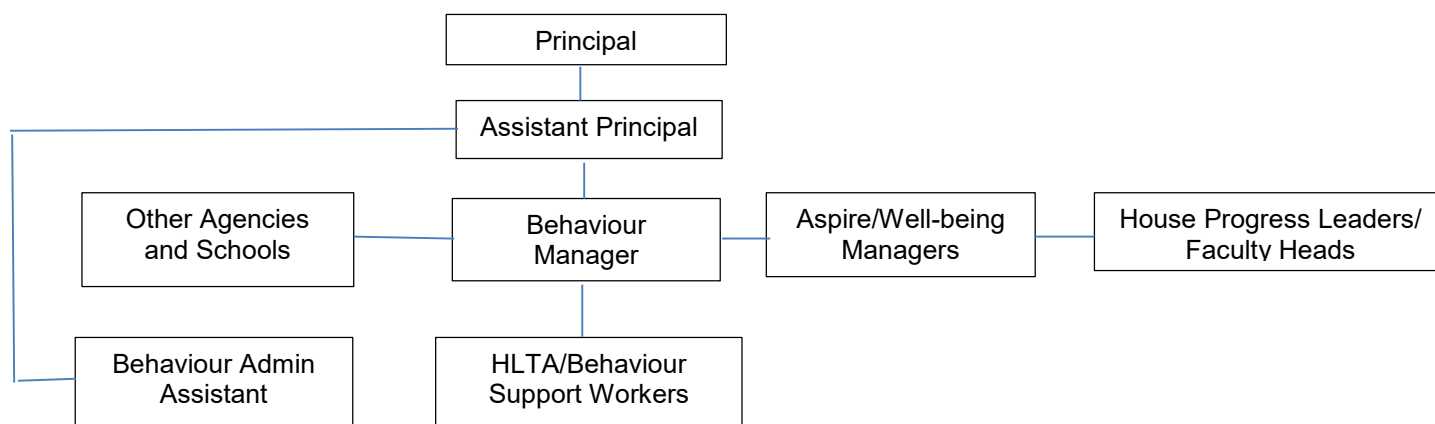


**General Data Protection Regulations 2018** - This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

## **SECTION A**

<b>Role profile ref:</b>	02313
<b>Department / section:</b>	Education - Schools
<b>Role title:</b>	Behaviour Manager (SAP Role Title 60002313)
<b>Reports to:</b>	Assistant Principal
<b>Role purpose:</b>	To be the first point of contact for the college with regards to incidents, RTL, detentions and external complaints around behaviour from the community. To lead staff and manage the provision of the College's Behaviour Policy across the whole college to ensure effective inclusion and engagement of students into mainstream education. Removing barriers to students' learning caused through inappropriate behaviour, poor attendance or poor punctuality by providing students with effective support and guidance so that their learning, and that of others, is enhanced to meet high standards in these areas and work effectively with parents and a range of agencies to achieve the same.

## **SECTION B – ORGANISATION**



## **SECTION C - ROLE REQUIREMENTS**

<b>ACCOUNTABILITIES</b>	<b>ACCOUNTABILITY STATEMENTS</b>
<b>RTL:</b>	To organise and manage the staffing and resources for the RTL room to ensure that its operation is effective and smooth and acts as a sanction and reflection opportunity for student's poor behaviour and repeat offenders are properly assessed for undiagnosed needs.
<b>INCIDENTS:</b>	To ensure all student behaviour issues are fully investigated and come to an effective outcome which makes appropriate use of all college policies and procedures, including use of rewards and sanctions and liaison with relevant staff, agencies and parents. Providing 'same day' follow-up telephone calls for all behaviour incidents, including those which need further investigation and disseminating this information through Washup.
<b>SANCTIONS:</b>	To ensure that all incidents have appropriate sanctions commensurate with the incident and that there is parity across all parties involved. Maintaining high standards of student attendance, equipment, punctuality and uniform in respect of college policies or other aspects of student appearance (e.g. jewellery and hairstyles).
<b>DETENTIONS:</b>	To organise and supervise after-college detentions to ensure they have maximum impact, ensuring communication with home is effective and that missed learning is caught up or specific themes are addressed through bespoke materials delivered in these sessions to prevent reoccurrence.
<b>INTERVENTIONS:</b>	To plan and organise effective support and guidance for all students with particular behavioural needs. By providing effective in class support and mentoring (one to one) and small group monitoring support and incentives for improving behaviour/attendance/punctuality.
<b>STRATEGIES:</b>	Identifying long term strategies for individuals and groups of students, setting up and monitoring the implementation of these to ensure these are recorded on Provision Maps and that impact is evaluated and that interventions provide value for money. Ensure KS2-3 behaviour students have clear transition behaviour support plans.
<b>SUPPORT:</b>	To monitor, through learning walks, any hot spots through timetable ragging and dismissal data to provide support to tutors and teachers who may need additional help in managing behaviour in their classrooms or need help with reparative conversations with students.
<b>SUPERVISION:</b>	To ensure that behaviour support workers are inducted into the role, and there is consistent application of policies by the team and address issues where staff fail to comply. To ensure all members of the team are provided with information and the training to effectively carry out their role and provide effective interventions e.g. anger management. To report concerns to line manager where they cannot be resolved locally.
<b>STAFF LIAISON:</b>	To ensure effective communication is maintained with SLT and college staff and parents over individual students. To attend meetings with HPLs, Well-being and ASPIRE managers to cross reference support for students and to ensure records of actions

	are maintained from meetings. Hold HOFs to account for behaviour incidents within their faculties and provide support to staff as required. To liaise regularly with the local PCSO regarding student conduct. Deliver training and best practice to whole college and ECTs. Support in the recruitment process of team members.
<b>RECORDING &amp; REPORTING:</b>	To maintain an overview of behaviour data by house/year/whole college making full use of SIMs and ClassCharts ensuring information is up to date and is used for analysis to identify trends and patterns. Maintaining appropriate records and provide evidence packs for exclusions. To report all racist and discriminatory incidents to County, completing the annual return.
<b>STUDENT VOICE:</b>	To set up and manage the peer to peer support systems ensuring that there are effective anti-bullying ambassadors and restorative justice mentors and cyber ambassadors providing peer to peer support to students.

#### **SECTION D – The key decision making areas in the role**

**STUDENT OUTCOMES** – to decide on the level of sanction/reward required for each incident and arrange for these to happen and where necessary arrange and facilitate all offsite isolations and twilight schooling.

**STUDENT NEEDS** - to decide on the most effective support strategy, including use of external agencies needed to improve, behaviour, attendance or punctuality.

**STAFF SUPPORT** - to decide on the appropriate support and advice to reduce conflict between staff and students.

**STAFF TRAINING** - to decide on the training needs of staff within the team to ensure effective provision.

**ONWARD REFERRAL** - to decide when to refer to Well-being, Aspire Manager or outside providers.

#### **SECTION E - The role dimensions - financial and non-financial**

- No budget but will make recommendations on budget spend
- Responsible for 4/5 members of staff
- Size of the school: between 400-1600 pupils on roll (secondary)

#### **SECTION F - The main contacts – external/internal customer contacts and purpose**

##### **INTERNAL**

- Students – daily: to assess social and emotional needs, behavioural difficulties and attendance/punctuality issues
- Support staff – daily: exchange information, provide supervision, manage
- SLT, staff in college: daily exchange of information about incidents and behaviour of individual students
- HOFs - to ensure student needs are met and staff training is provided for staff who need support

**EXTERNAL**

- Parents - frequently: both in person and via telephone to discuss student's behaviours, attendance and punctuality
- Frequent contact with a range of stakeholders – persuading and influencing to ensure needs of students are met

**SECTION G - Working conditions – environment and physical factors, physical effort or strain and frequency of occurrence**

Expected to maintain behaviour management standards for students, some of whom can be especially challenging and difficult, and deal with racial/abusive/discriminatory language and bullying.

College inclusion room based with occasional external meetings

Skilled in de-escalation techniques for dealing with difficult students

College and classroom based learning environment

Use of display screen and computer usage

Occasional off site provision – mini bus and car usage

**SECTION H - Context/additional information**

- It has a high confidential component and needs to hold the trust and confidence of both teachers, students and their families. It may acquire information on child protection/ family sensitive issues which must be treated carefully and appropriately
- High levels of stress are generated by various aspects of the role including when dealing with individual students and/or groups with complex and demanding learning and behaviour needs
- The role requires a high degree of integrity and a full understanding of the confidentiality of the issues with which the role holder will be dealing
- Written reports are detailed

**SECTION I – Role Requirements for operational effectiveness**

- Knowledge and understanding of the problems and issues families/parents face which affect behaviour, attendance and punctuality particularly of those students with challenging behaviours
- Proven track record of working with children, in particular those displaying challenging behaviours
- Knowledge of students individual social, emotional and developmental needs
- Proven knowledge of trauma informed practice and how it applies to the setting
- High level of communication and knowledge of child development
- Experience of working with children and young people
- Excellent communication skills which enable positive resolutions of difficult situations and in coaching others - e.g. staff leading to a change in behaviour
- Ability to listen effectively without judgement.
- High level of self-motivation and ability to work on own initiative
- Experience of effectively managing staff
- Experience of working with key agencies to resolve situations and provide effective service
- Ability to work as part of a team and to establish good working relationships
- Specific skills relating to dealing with challenging behaviour in students

- Knowledge of Child Protection and Safeguarding procedures and ensure that they are effectively applied
- Understanding and applying HCC and college policies
- Understanding college behaviour management system and consistent application of policy
- Knowledge of H&S/security regulation and procedures
- Knowledge of privacy and dignity policies relating to the students
- Effectively lead and manage the performance of the behaviour team
- Ability to provide stimulating and caring environment for students and establish a range of activities which enhance student well-being, interests, academic, social and life skills
- Effectively engage in contact with outside agencies
- Ensure proper and effective records are kept and maintained
- Able to develop effective relationships with students to meet their needs
- Skilled in supporting the needs of individual students e.g. Counselling
- Lead and co-ordinate the professional development of the team
- Able to relate to parents in discussing the needs of their child
- Demonstrate competence in handling complex and difficult situations, knowing when to refer to SLT
- Qualified 1<sup>st</sup> aider